

Markscheme

November 2025

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. • 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.
10–12	• 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. • 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.
7–9	• 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. • 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.
4–6	• 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. • 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.
1–3	• 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 systems of exchange in **two** indigenous societies.**

Students will give an account of the similarities and differences between the systems of exchange in **two** indigenous societies. Among the factors to compare and contrast, students may consider the function of marketplaces, the role of merchants and those who moved goods across space, as well as the role played by the artisans and the display of distribution networks. They may also consider the importance of measurement systems that facilitated the exchanges. Some indigenous societies appointed inspectors to control exchanges with the power to punish swindlers, destroy faulty measures, and mark the accurate ones with a seal. As examples, students may compare and contrast the societies based in the Mexican highlands that practiced a highly commercial economy. They may also consider the Maya region, characterized by reciprocal exchange networks and periodic marketplaces. They may also study the Andean societies that practiced a limited market exchange. Those societies that practiced limited day-to-day exchanges and/or exchanges between sedentary and non-sedentary societies could also be part of the answer. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

2. Examine the role of religion in the relationship between man and nature in **two indigenous societies.**

Students will consider the interrelationship between the role of religion in the relationship between man and nature in **two** indigenous societies. In most indigenous religions the dichotomy nature vs. culture did not exist and peoples did not see themselves as outside the realm of nature, but as part of it. Students may refer that many spatial-based religions prioritized a harmonious relationship and a holistic view of all the elements of the environment. They may also examine those indigenous religions that instructed their followers that each action in nature provoked a reciprocal reaction, defining what practices were allowed and/or forbidden. Students may argue that religion also helped to build a sense of belonging to the land and natural resources, especially in challenging periods under attacks and/or natural disasters. Religion also helped to interpret natural phenomenon like floods, droughts, volcano eruptions and eclipses. Students may argue that indigenous religions also served as tools to control environmental challenges, improve harvests, provoke rains and recuperate the fertility of the soil. Students may challenge the question considering that most of the knowledge that helped indigenous societies to deal with environmental challenges originated in their practical experience working the land, and thanks to the exchange of ideas among societies. While other relevant interrelationships may be considered, the bulk of the response will remain on that raised in the question. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

3. “It was mainly European conquerors who benefited from the Columbian Exchange.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that it was mainly European conquerors who benefited from the Columbian Exchange. The Columbian Exchange refers to the exchange of diseases, ideas, food crops, and populations between the New World and the Old World from 1492 on. Students may consider the impact of the diseases introduced by Europeans that provoked a mass death among many indigenous peoples, allowing Europeans to easily conquer them. The drastic labour shortage, produced by the demographic fall, also contributed to the establishment of the trans-Atlantic slave trade. They may argue that the introduction of new crops and domesticated animals to meet European demands disrupted the ecology of the region. Additionally, the Columbian exchange also introduced a new system of exchange and the use of money, benefiting Europeans. Students may challenge the statement discussing that some of the novelties introduced were also beneficial for native populations, like the introduction of the horse that was adopted by indigenous peoples. They may also consider that some crops were very well-suited to New World climates, increasing the amount of food available for indigenous communities. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the impact of European conquest on the social stratification of **one** indigenous society.

Students will make an appraisal of the impact of European conquest on the social stratification of **one** indigenous society. Students may evaluate the changes imposed by the European conquest in the traditional indigenous legal systems. Most were replaced or superseded by Spanish laws, changing the local hierarchies and authorities. They may also consider that, in some cases, the European way of life became aspirational for some members of indigenous societies, allowing for changes in their identification and social standards. Also, local authorities often negotiated with the conquerors to maintain their privileges, assuming new positions that impacted in the traditional social stratification. The imposition of Catholicism also impacted on the social stratification. Native priests and traditional leaders were disavowed. Students may consider that after the conquest, societies were a blend of indigenous and European patterns and this coexistence produced unique traditions, practices, and beliefs that impacted the local stratifications. Students may challenge the question highlighting that in remote areas, far away from the European administrators, many communities managed to preserve their traditional hierarchies and councils. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions and conclusions will be presented clearly and supported by appropriate evidence.

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

5. To what extent was the Braganza dynasty successful in its control of Portuguese America?

Students will consider the merits or otherwise of the suggestion that the Braganza dynasty was successful in its control of Portuguese America. The House of Braganza evolved from being dukes of Portuguese nobility, to ruling as the monarchs of Portugal and the Algarve, from 1640 till early 20th century. Students may consider the success of the Pombaline reforms applied under Braganza rule. They improved the production and trade between Portugal and the colonies, boosted the Brazilian economy, and centralized decisions and taxes. Among the successful policies taken to better control the territory, students may also consider the introduction of the viceroy title for the governors of Brazil, the moving of the capital from Salvador to Rio de Janeiro, and the unification of all Brazilian States into the Viceroyalty of Brazil. Students may also refer to the establishment of an Overseas Council to better control the colonies, and to counteract other European countries that attempted to advance over Brazil. Students may challenge the question considering the opposition against the new centralized administration that came from military sectors. Also, the advancement of a new accommodate local elite in Brazil challenged the Braganza rule. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Discuss the economic impact of the *encomienda* system in colonial America.

Students will offer a considered and balanced review of the economic impact of the *encomienda* system in colonial America. The *encomienda* was a labour system by which Spanish conquerors, governors, and some select indigenous individuals were rewarded with grants to use indigenous peoples for labour and extract tribute from them in the form of gold or raw materials. In return, the *encomenderos* were supposed to protect and convert them to Catholicism, and to pay a tax to the Spanish crown. As part of the economic impact, students may consider that the *encomenderos* gained control of significant parts of the indigenous territory. Therefore, the *encomienda* became a system of state-sponsored enslavement of the native population. It also had an impact on taxes since, in 1501, all indigenous peoples were recognized as Spanish subjects, allowing them to be taxed and converted. Students may conclude that the *encomienda* was detrimental for indigenous populations that suffered enslavement, annihilation and forced conversion. This eventually led to the decay of the system and the need for Spain to bring in enslaved labour from Africa. Students may also examine the economic impact the *encomienda* had within the Spanish conquerors, stressing the differences between those who received one and those who did not. While other relevant factors may be considered, the bulk of the response will remain on that/those raised in the question. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

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

7. Evaluate the contribution of Dominicans in defending indigenous rights.

Students will make an appraisal of the contribution of Dominicans in defending indigenous rights. The first Dominicans friars arrived in 1510 at Santo Domingo and made that stronghold their base of operations. They learned indigenous languages and ministered to both Europeans and local people. Students may consider that Dominicans were very critical of the treatment given by Spanish conquerors to indigenous peoples that were forced to labour in mines and on estates. They may also refer to the Dominican reports sent back to King Ferdinand V of Spain that included the denunciation of the abuses committed in the Caribbean. Students may argue that Dominicans were able to commit the Crown to modify laws to give natives some protection, putting an end to child labour, as well as the exploitation of native women. They may also consider the contribution of Bartolomé de Las Casas who proved to be instrumental in the struggles against native oppression. Other relevant members of the order who advocated for indigenous rights were Francisco de Vitoria, Julián Garcés, and Antonio de Montesinos, among others. Students may evaluate that indigenous populations were victims of abuses anyway since conquerors did not abide by the laws. Also, because the products and gains of their exploitation benefited the Crown, the denunciations sent by Dominicans were not always considered. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

8. To what extent was Quaker resistance to religious intolerance successful?

Students will consider the merits or otherwise of the suggestion that Quaker resistance to religious intolerance was successful. Quakers believed in a personal and direct spiritual experience, rather than that of the formal and ceremonial religious practices of the Puritans and the Church of England. Their practice of worship and way of life made them a target for the strict English religion and government. Since they were pacifists and, in most cases, they refused to bear arms, they struggled against religious intolerance. In the Americas, Quakers were victims of persecutions, imprisonment and murders. Students may refer to the case of Massachusetts where they were accused of heresy and collaboration with the devil. Students may also challenge the question stating that the persecution strengthened Quakers' sense of self with a divine mission. They may argue that Quakers continued celebrating their meetings publicly and gained a reputation for complete and utter honesty. Students may also refer to the success of the actions carried out by George Fox and William Penn, who explored Pennsylvania looking for a place to create a Quaker colony. The financial success of some Quakers who were able to increase their standard of living and gained protection against intolerance could also be part of the response. Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Section 5: Slavery and the New World (1500–1800)**9. Examine the role of colonial powers in the establishment and expansion of slavery.**

Students will consider the interrelationship between the role of colonial powers and the establishment and expansion of slavery. Students may offer equal coverage of establishment and expansion, or they may prioritize their examination of either establishment or expansion. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students' examination of colonial powers role in the establishment of slavery may consider the extent of demand that colonial powers had for labour, the attraction of ivory and gold leading to colonial powers seeing people as a trading "commodity" that they could exploit and the link with the plantations in the Americas. There could also be consideration of the role of slavery in Africa before the colonial powers arrived. Students' examination of their role in the expansion of slavery may consider slavery becoming so lucrative and the desire for huge profits becoming a key driver and how colonial powers developed and cultivated regions of the Americas leading to a constant demand for more slave labour. While other relevant interrelationships may be considered, the bulk of the response will remain on those raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Discuss the living and working conditions of slaves in **two of the following: West Indies, Brazil, or the southern colonies of British America.**

Students will offer a considered and balanced review of the living and working conditions of slaves. The **two** regions should be chosen from the three stated in the question and they may or may not have been contemporaneous with each other. Students may offer equal coverage of living and working conditions, or they may prioritize their discussion of living and working conditions. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Students may refer to slaves being defined in law as "chattels" and what that meant, the nature of forced labour in the production of tobacco, cotton and sugar, and the hardships encountered by slaves such as forms of punishment and high mortality rates. Students may also refer to the impact slavery had on family life, culture, custom and dignity. Forms of resistance may also be considered, as may the development of African music, dance and religion and their impact on the development of hybrid cultures and traditions. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Independence movements (1763–1830)

11. Evaluate the significance of either Bolivar or San Martin to the process of independence.

Students will make an appraisal of the significance of either Simon Bolivar or San Martin to the process of independence. Students are likely to focus on their political and military contributions in their respective regions of South America. Both men can be seen as instigators and organizers and influenced by the ideas of the Enlightenment. For Bolivar, students may discuss his military campaigns in New Granada, Venezuela, Ecuador and Peru. They may also evaluate his political goals of unifying much of northern South America into Gran Colombia. For San Martin, students may evaluate his leadership in the Army of the Andes and actions in Argentina, Chile and Peru. Students may also mention the meeting between Bolivar and San Martin at Guayaquil and San Martin's subsequent withdrawal from leadership. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

12. "The attitude of the US towards Latin American independence was largely inconsistent." Discuss.

Students will offer a considered and balanced review of the statement that the attitude of the United States towards Latin American independence was largely inconsistent. Students may note that the attitude of the United States was dependent on which country gained independence. The United States was quite divided over the independence of Haiti, with northerners supporting it and southerners opposing it due to the successful slave rebellions. For most other countries, the US was very supportive of independence and attempted to protect the newly independent countries from recolonization by European powers by issuing the Monroe Doctrine. The US quickly recognized most new nations and began trade relationships. Some students might argue that the US attitude was almost solely based on the economic benefit the US would gain because of Latin American independence. While other relevant factors may be referred to, such as fear or protection, the bulk of the response will remain on the issue raised in the question and students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. “The policies implemented by *caudillo* rule were mostly effective in dealing with the challenges of independence.” Discuss with reference to **one** *caudillo*.

Students will offer a considered and balanced review of the statement that policies implemented by *caudillo* rule were mostly effective in dealing the challenges of independence by using one *caudillo* in Latin America during the time period. Popular choices might be Rosas in Argentina, Francia in Paraguay, Paez in Venezuela or Santa Anna in Mexico. The challenges of independence and the policies implemented will vary dependent on the *caudillo* and country chosen. Students may discuss the economic, social, political and military policies implemented. Discussion of the effectiveness of economic policies may deal with restoration of trade, development within the country and government finances. Discussion of the effectiveness of social policies may relate to education, agrarian reform, protection of lower classes and the Catholic Church. Discussion of the effectiveness of political policies may deal with the establishment of the government, voting rights and personal freedoms, while military policies may relate to protection of the country. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. “Protection of maritime rights was the primary reason why the US declared war against Britain in 1812.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that protection of maritime rights was the primary reason for the US declaration of war against Britain in 1812. Reasons may predate 1812 but they must be clearly linked to the issue raised in the question. Students may define maritime rights as freedom of the seas, unrestricted trade and the impressment of US sailors into the British Navy. The US also claimed that Britain was not respecting the rights of neutral nations. Students may refute the statement by arguing that the states most engaged in overseas trade were least supportive of the declaration of war and there were several other reasons for the declaration such as supplying Native Americans with weapons, not leaving their posts in the Northwest Territory as agreed to in earlier peace agreements, and the War Hawks desire for territorial expansion. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. To what extent was the argument over states' rights the main cause of the Civil War?

Students will consider the merits or otherwise of the suggestion that the argument over states' rights was the main cause of the Civil War. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. The idea of states' rights asserts that all powers not expressly given to the federal government remain with the states as stipulated in the 10th Amendment. Students may refer to southern states refusal to accept the federal tariffs of 1828 and 1830, as well as their belief that the federal government had no right to regulate slavery within a state. Students may present other causes of the Civil War such as sectionalism, economic and cultural differences, slavery and the election of Lincoln as more important than states' rights. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. To what extent did southern resistance lead to the failure of Reconstruction?

Students will consider the merits or otherwise of the suggestion that southern resistance led to the failure of Reconstruction. Students may refer to actions by southern states and/or actions by individuals or groups. Initially southern states elected Confederate sympathizers to Congress, refused to ratify the 14th Amendment and disenfranchised African American voters. Former slaves were often kept in near slave-like conditions through sharecropping. The Ku Klux Klan used violence to instill fear in African Americans and northern occupation forces did little to prevent it. In order to discuss the failure of Reconstruction, students may place more of the blame on the federal government for failure to enforce law and order in southern states, for underfunding and understaffing the Freedmen's Bureau and for Supreme Court decisions overturning any civil rights legislation. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Discuss the social and economic impact of Manifest Destiny in the United States.

Students will offer a considered and balanced review of the social and economic impact of Manifest Destiny in the United States. Manifest Destiny proposed that Americans' destiny was to stretch from coast to coast to spread democracy, capitalism, and religion. It gave a justification for conquering land and going to war with other nations; and it is also connected to the perceived racial superiority white Americans felt regarding native peoples. When discussing social effects, students may refer to the situation of many indigenous populations who suffered through armed conflict and forced relocations. Another social effect was the strengthening of a national identity within those settlers who moved west to establish new communities. Students may also consider as social and economic effects that the acquisition of new territories revived the debate over slavery and its expansion since the addition of new lands heightened the tensions between abolitionists and slaveholders. Another economic effect was the access to greater natural resources and to the Pacific trade. Students may also discuss the second wave of Manifest Destiny that led to the American acquisition of territories beyond continental North America. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

18. "There was limited change in the role of women between 1865 and 1929." To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that there was limited change in the role of women between 1865 and 1929. Students may support the statement considering that few countries in the Americas had, by 1929, approved the right to vote for women. They may also argue that although women began to be employed in business and industry, most of the better paying positions continued to go to men, leaving women to traditional positions like domestic servants. Also, not all women believed in equality, and, in some countries, women argued that politics were improper for them. Students may challenge the statement arguing that during the late 1800s and early 1900s many women's organizations successfully worked to gain the right to vote, and for broad-based economic and political equality. In many countries, women gained the right to control their earnings, own properties and, in the case of divorce, take custody of their children. Students may also highlight the changes happened during the 1920s, and the rise of the flappers, young women known for their freedom and lifestyle who are considered the first generation of independent American women. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

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

19. Evaluate Wilson's reasons for asking for a declaration of war in April 1917.

Students will make an appraisal of the relative importance of Wilson's reasons for asking for a declaration of war in April 1917. Students may refer to earlier incidents such as unrestricted submarine warfare, which sank American ships, and the sinking of the *Lusitania*, killing more than 120 Americans. However, Germany apologized and went to restricted submarine warfare. Wilson refused to ask for a declaration of war. Students may refer to Germany's reinstatement of unrestricted submarine warfare in February 1917, and the sinking of several American vessels. Publication of the Zimmerman telegram in March 1917 may also be indicated as a reason. In addition, students may consider other reasons such as Wilson's desire to be at the peace table, economic pressures, protecting the rights of neutral nations and to make the world safe for democracy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Discuss the reasons for, and nature of, the involvement of **one** country of the Americas (except the US) in the First World War.

Students will offer a considered and balanced review of the reasons for, and nature of, the involvement of **one** country of the Americas (except the US) in the First World War. The most likely choice will be Canada, as very few Latin American countries were involved until late 1917. Students may refer to Canada's reasons as being a member of the British Commonwealth, a desire to protect Great Britain and to establish herself as a powerful nation. Canadian involvement included economic aid, military participation of the army and navy, as well as diplomatic in the post-war conferences. For Latin American countries, Brazil's reasons for entry are German sub-warfare and economic pressures. Her involvement was limited to patrolling the South Atlantic and sending limited numbers to the Western Front. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: The Mexican Revolution (1884–1940)

21. “Porfirio Diaz’s rule was the main cause of the outbreak of the Mexican Revolution.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that Porfirio Diaz’s rule was the main cause of the outbreak of the Mexican Revolution. The statement gives students the opportunity to consider the many causes of the revolution and determine whether Porfirio Diaz’s rule was the main cause. Students may refer to his rule lasting from 1884 to 1910 and discuss the nature of that rule. Despite political stability and economic development under Diaz, most Mexicans did not enjoy the benefits. The Porfiriato favoured the elite and foreign investment at the expense of the lower classes. To gain support of the *hacendados*, much land was taken away from the rural poor. The gap between rich and poor grew rapidly. Students may also consider the lower standards of living which provoked workers’ strikes. These were violently suppressed causing unrest to increase throughout the country. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Evaluate the achievements of both Villa and Zapata during the Mexican Revolution.

Students will make an appraisal of the achievements of both Villa and Zapata during the Mexican Revolution, weighing up the strengths and limitations of both. A comparative approach may or may not be used. Students may evaluate Villa’s alliance with Madero, his opposition to Diaz and his command of the northern army, which resulted in several victories helping to overthrow Diaz. Students may consider Zapata’s military importance in southern Mexico helping Madero come to power, and his Plan of Ayala calling for further land reforms. They may stress that Villa and Zapata worked together to defeat Huerta and entered Mexico City. Both influenced the Constitution of 1917. Students may consider these early successes as short lived as both Villa and Zapata were eventually defeated by Carranza’s forces, led by Obregon. Students’ 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 how effectively Canada dealt with the impact of the Great Depression between 1929 and 1939.

Students will make an appraisal of how effectively Canada dealt with the impact of the Great Depression between 1929 and 1939. Evaluation of effectiveness may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may refer to the severe restrictions that were placed on entry into Canada as a means of dealing with the Depression and its impact. They may also evaluate the effectiveness of Bennett's introduction of a "New Deal", which saw unprecedented public spending and federal intervention. There may be an evaluation of the reluctance of Mackenzie to recognize the economic crisis and insistence it be dealt with at the local and provincial level. Students may consider the issue of unemployment and the initial reluctance to deal with it leading to fiscal collapse, as well as the establishment of unemployment relief camps and the protest and violence that followed. There may also be consideration of the expansion over time of state responsibility for the economy and social welfare; the Bank of Canada Act, Canadian Wheat Board and unemployment insurance. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 24.** "Social and economic challenges were the main consequence of the Great Depression in Latin America." Discuss with reference to **one** country between 1929 and 1939.

Students will offer a considered and balanced review of the statement that social and economic challenges were the main consequence of the Great Depression in **one** country in Latin America. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of social and economic challenges, or they may prioritize their discussion of social and economic challenges. However, both aspects will be a feature of the response. Students may discuss the challenge of widespread social inequality, where the wealthy were able to maintain their lifestyle, but the majority were reduced to poverty. There may also be a discussion of the issue of a decrease in public health because of malnutrition and disease. The challenge of unemployment may also be considered with forced migration from rural to urban. Students may also discuss the impact on key industries and the challenges that were faced. Other relevant consequences may be discussed, such as the political challenges; political instability, societal unrest and the curtailing of democratic freedoms. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. Evaluate the effectiveness of Roosevelt's Good Neighbor Policy.

Students will make an appraisal of the effectiveness of Roosevelt's Good Neighbor Policy. Evaluation of effectiveness may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the policy being a rollback and reversal of the USA's long standing internationalist attitude towards Latin America going back as far as the Monroe Doctrine. There may also be evaluation of the effectiveness of the policy regarding increased trade between the US and Latin America and to terminating the US occupation of Haiti and the annulment of the Platt Amendment by the Treaty of Relations with Cuba. Students may also consider the policy leading to the negotiation of, and payment of, compensation for Mexico's nationalization of foreign owned oil assets. There may also be evaluation of the effectiveness of the policy weakening as the Second War ended and the threat of communism meant that the USA did not maintain the policy. Student opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Compare and contrast the treatment of people of Japanese origin throughout the Americas during the Second World War.

Students will give an account of the similarities and differences in the treatment of people of Japanese origin throughout the Americas during the Second World War. Throughout the Americas means in more than one country. Students may refer to treatment in the United States, Canada, Mexico, Peru, Brazil, Chile and Argentina. They do not have to include all of these, but they should have at least two. The comparison will depend upon the countries chosen, but in nearly all cases, the Japanese were restricted in movement and in the US and Canada, were sent to internment camps. In most cases, Japanese lost their personal property and many of personal possessions because of the quick relocation. For differences, Japanese–Canadians tended to have worse conditions. In Canada, the Japanese lived in temporary facilities until they built their camps, whereas in the US, the camps were already built. In Peru and other Latin American countries, some Japanese, but not all, were deported to the US for internment, while in Chile and Argentina, and to a large extent in Brazil, Japanese were not relocated. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. Students' opinions and conclusions will be presented clearly and supported with appropriate evidence.

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

27. Evaluate the importance of economic factors in the rise to power of **two** populist leaders between 1945 and 1980.

Students will make an appraisal of the importance of economic factors in the rise to power of **two** populist leaders between 1945 and 1980. Students may consider that many populist leaders adapted politically and economically to the prevailing mood of their nations, moving within the ideological spectrum from left to right according to what was more convenient. Among the economic factors under evaluation, students may consider the growth of the working class and the economic difficulties this class underwent. They may also evaluate the development of urbanization, internal mass migrations, state interventionism and the import substituting industrialization (ISI) that also collaborated in the rise to power of populist leaders. Their proposals to improve the income redistribution and/or their projects of land reforms also played an important role in their rise to power, allowing populist leaders to gain the favour of peasants and marginalized groups. Students may also evaluate that several populist leaders were able to rise to power after budgetary adjustment plans that deteriorated the standard of living of the population. Students may challenge the question considering other factors such as political instability and/or social conflicts that facilitated the rise to power of populist leaders. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' opinions and conclusions will be clearly stated and supported with appropriate evidence.

28. Discuss the origins of Liberation theology in Latin America.

Students will offer a considered and balanced review of the origins of Liberation theology in Latin America. Liberation theology was a religious movement that raised in late 20th-century within Roman Catholicism and centred in Latin America. It sought to apply religious faith by aiding the poor and oppressed through involvement in political and civic affairs. Students may refer that the birth of the movement is usually dated to the second Latin American Bishops' Conference, held in Medellín in 1968. At this conference, the bishops issued a document affirming the rights of the poor and asserting that industrialized nations enriched themselves at the expense of developing countries. Students may discuss that Liberation theology gained strength in Latin America during the 1970s due to the social conflicts the region underwent. They may also consider its links to Marxism and other advocates of leftist social activism. The influence of the seminal text *Teología de la liberación*, by Peruvian priest and theologian Gustavo Gutiérrez, and the role played by other leaders such as priest José Comblin (Brazil), archbishop Óscar Romero (El Salvador), theologian Leonardo Boff (Brazil), Jesuit Jon Sobrino, and archbishop Helder Câmara (Brazil) could also be part of the response. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students' 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. “Eisenhower’s domestic policies were largely successful.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that Eisenhower’s domestic policies were largely successful. Eisenhower’s domestic policies were known as “dynamic conservatism”. They attempted to slow down the increased government involvement from the New Deal and Fair Deal. Students may consider the success of the expansion of coverage and benefits of Social Security, increased college student loans, and increased federal funding for the teaching of science and math in response to the Soviet launch of Sputnik. Eisenhower was also responsible for the National Highway Act, which started the interstate highway system, and the St. Lawrence Seaway Agreement with Canada. Students may also consider the success of Eisenhower’s enforcement of Supreme Court decisions outlawing segregation in schools, such as Central High School in Little Rock, Arkansas and the passage of two civil rights bills. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. Evaluate Nixon’s domestic policies between 1969 and 1974.

This question requires that students make an appraisal of the domestic policies of Nixon between 1969 and 1974, weighing up the strengths and limitations of those policies. Students may offer equal coverage of Nixon’s domestic policies, or they may prioritize their evaluation based on overall impact. Students may discuss the creation of environmental programs such as the Environmental Protection Agency and the Clean Air and Clean Water Acts. Other domestic policies for evaluation could be the creation of the Family Assistance Plan and increases in Social Security, Medicaid and Medicare. On civil rights matters, Nixon preferred to let states, rather than the federal government, determine how to end segregation. Economically, Nixon was faced with a combination of inflation and recession, which became known as stagflation. He increased tariffs and implemented wage and price freezes to control the economy. Students need to evaluate the impact of these programs, and that impact could be social, economic or political. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. Evaluate the impact of Eisenhower’s New Look foreign policy on the Americas.

Students will make an appraisal of the impact of Eisenhower’s New Look foreign policy on the Americas. Consequences of the New Look foreign policy may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may consider the policy being in part a continuation of those of his predecessors in that support was given to US-friendly governments in the Americas, even if they were dictatorships or authoritarian. There may be evaluation of the policy leading to the expansion of military aid to the Americas and used as a tool to prevent the spread of Soviet influence in the Americas. There may also be evaluation of the impact of the support given to Batista in Cuba; money, weapons and US authority. Students may consider the policy sanctioning CIA operations; recruitment of operatives, sabotage and civil and economic damage. There may be focus on the impact on Guatemala and the 1954 *coup d’état*. There may also be evaluation of the impact of the policy promoting private enterprise in the Americas, which was linked to US strategic interests. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Discuss the changing nature of US involvement in Vietnam from 1945 to 1975.

Students will offer a considered and balanced review of the changing nature of US involvement in Vietnam from 1945 to 1975. Students may refer to US initial support for the liberation movement and its efforts to rid Indochina of French colonial rule. There may also be reference to the US fear of the spread of communism in Southeast Asia (the Domino Theory), and how that led the US to focus support on minimizing the influence of the NLF in South Vietnam; use of “advisers” and strategic hamlets. There may be discussion of the roles of Kennedy and Johnson in shaping changing US involvement; support for regime change, the Gulf of Tonkin and the sending of combat troops. Students may refer to the changing nature of US military tactics; Operation Rolling Thunder, ‘Search and Destroy’, and the use of defoliants and napalm. Reference may also be made to Nixon and ‘Vietnamization’ and its impact on US withdrawal and peace. While other relevant changes may be referred to, the bulk of the response will remain on the issue raised in the question. Students’ 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.** “The African American civil rights movement was more successful prior to 1965 than afterwards.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that the African American civil rights movement was more successful prior to 1965 than afterwards. In determining to what extent they agree with this statement, students will likely compare accomplishments of the movement prior to 1965 with those post 1965. In order to assess whether the movement was more successful prior to 1965, students may discuss Brown v Topeka Supreme Court case, Montgomery Bus Boycott, Little Rock Nine, March on Washington, Civil Rights Acts and the 24th Amendment as prior to 1965. In order to assess whether the movement was more successful post-1965, students may refer to the radicalization of the movement after 1965, the emergence of Black Power and Black Panthers, and the assassination of Martin Luther King, Jr. and the passage of the Civil Rights Act of 1968. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** “Feminism movements in Latin America had limited impact.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that feminism movements in Latin America had limited impact. They may offer equal coverage of several feminist movements in different countries, or they may prioritize their discussion based upon the impact of the feminist movements. Students may evaluate the impact in social, economic, legal or political terms. Students may consider the impact of feminist movements in Argentina, Cuba, Mexico or any other Latin American country. While the impact will be dependent upon the countries chosen, there are some commonalities across the region that might be addressed. Economic and educational opportunities, voting rights and political participation, divorce laws, reproductive rights, elimination of gender discrimination and attitudes towards sexual harassment are all areas that could be discussed. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Students may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

- 35.** Compare and contrast the ways in which **two** Latin American countries faced their challenges following their transition to democracy.

Students will give an account of the similarities and differences in which two Latin American countries faced their challenges following their transition to democracy. The two countries may or may not be contemporaneous with each other. Challenges may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may compare how securely democracy and democratic institutions had been established and the provisions for their maintenance; rule of law, justice and reconciliation, political parties. There may also be consideration as to how economic challenges have been met and if they have been overcome; changing historical slow growth and eliminating corruption. Students may also consider whether the challenges of poverty and inequality have been met, as well as consideration of creating greater access to education and health care. There may also be reference to how the military have been dealt with and how they fit into a democracy. Student opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Evaluate the impact of Reagan's foreign policy on the Americas.

Students will make an appraisal of the impact of Reagan's foreign policy on the Americas, by weighing up the strengths and limitations of the policy. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider that the main focus of Reagan's foreign policy was on the support for anti-communist regimes in the Americas, e.g. Guatemala and El Salvador. There may also be evaluation of the support given to the democratic transitions of power in Bolivia, Argentina and Brazil. Students may also consider the controversial support given through Reagan's policy to the contras in Nicaragua. There may also be consideration given to the issue of the Falkland Islands. Students may evaluate how the policy meant that in some pro-US governments in the Americas there was significant human rights abuses. There may also be evaluation of how Reagan's policy towards the Americas led to significant criticism from the UK, Canada and the UN. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Student opinions or conclusions will be presented clearly and supported by appropriate evidence.
