

Markscheme

November 2022

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

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Response does not reach a standard described by the descriptors above.

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

1. Examine the role of state authorities in the political organization of indigenous societies.

The question requires that candidates consider the interrelationship between the role of state authorities and the political organization of indigenous societies. Candidates may examine the role of state authorities as administrators, and their network of officials to control local populations to varying degrees. They may also consider examples of state authorities that combined civil and religious roles in order to ensure political unity through religious celebrations. Candidates may also consider that state authorities were also military leaders. From those positions and in accordance with their performance in gaining lands, prisoners and wealth, they reinforced their leadership. Other relevant factors may be considered like their role as law representatives and/or judges, an essential practice to keep the community organized; and their responsibility imposing and legitimizing the tribute. Candidates may also examine the role state authorities played as benefactors redistributing food in times of disaster, sponsoring important buildings, roads, assistance, and promoting art works. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the contributions of **two** indigenous societies to scientific development and the arts.

The question requires that candidates consider the interrelationship between the contributions of two indigenous societies to scientific development and the arts. Regarding scientific development, candidates may refer to the knowledge about plant species that allowed many indigenous populations to develop different types of crops. Candidates may also examine the indigenous knowledge about their medicinal properties, which was instrumental in pharmacological development. Candidates may also consider technological innovations such as the canoe, kayak, or snowshoe that helped transporting people and products. Regarding art, candidates may examine the production of memorial and religious art (like in the cases of Incas and Mayas) referring to their high level of complexity in the designs. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. Examine the impact of Pizarro’s conquest of the Incas on Spanish exploration in Latin America.

The question requires that candidates consider the interrelationship between Pizarro’s conquest of the Incas and Spanish exploration in Latin America. Candidates may consider that the defeat of the Incas meant a victory over the most powerful empire in the region and opened a path to further incursions into America. Candidates may consider that the conquerors were able to plunder supplies from the local Inca storehouses and used them to pay the expenses the exploration of America required. Candidates may also examine that the conquest meant that many indigenous communities were freed from the Inca rule, a situation that benefitted the Spaniards who took advantage of their isolation to conquer them and their lands and/or use them as collaborators in the exploration. Other relevant factors may be considered, for example, the impact of the conquest in Europe since it improved Spain’s status as a powerful kingdom and promoted new enterprises to explore America. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “The conquest of indigenous populations led to significant multiracial issues.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the conquest of indigenous populations led to significant multiracial issues. Candidates may discuss that multiracial issues began with European colonization and were conditioned by factors that varied according to the region, the number and nature of the indigenous societies, the origins and goals of its colonists, and the extent and type of slavery practiced. Candidates may discuss that the genetic and cultural mixing between Europeans, Africans, and indigenous peoples started almost immediately, and that the offspring of mixed unions were recognized as socially inferior. Candidates may discuss that as a result of multiracial unions, a new social classification and hierarchy appeared known as a *sociedad de castas* (“society of castes”). Candidates may discuss that in all cases, mixture occurred in a setting in which Europeans were dominant and thus were able to exploit black and indigenous labour and to enforce cultural changes. Candidates may also discuss that besides this stratification, many black and indigenous people resisted the colonial powers, organized rebellions, and/or managed to escape. Other relevant factors may be addressed, for example the reaction to multiracial issues among European intellectuals and authorities. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. Evaluate the economic and social impact of *yanaconaje* in Spanish America.

The question requires that candidates make an appraisal of the economic and social impact of *yanaconaje* in Spanish America. The *yanaconaje*, in its origin an Inca institution, was applied by the Spaniards to indigenous people who were incorporated into the ownership of a plot, or fugitives from the *mita* who were captured and went on to serve as dependents of a Spaniard in agriculture or herding. Candidates may consider that indigenous peoples under *yanaconaje* usually served as skilled artisans, while others worked in the mines, allowing the conquerors to benefit from their work. Candidates may also evaluate the economic impact of the order from the Crown that in 1691 recognized those under *yanaconaje* as “free labourers” giving them the possibility to work for market-rate wages. Regarding the social impact, candidates may consider that though separate from their families, the *yanakunas* were not completely dislocated from their communities. Many still owned lands, and some worked on farms where they lived with their relatives. Candidates may also evaluate that in urban areas the *yanakunas* owned and passed down real estate as a result of their more privileged status. Other relevant factors may be considered as social impact like the greater degree of acculturation to Spanish custom and language in the case of *yanakunas* living in the cities. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. “Resistance to authority in Colonial America was mainly due to economic factors.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that resistance to authority in Colonial America was mainly due to economic factors. Candidates may support the statement considering that the monopoly rules limited the economic activity of merchants, artisans and farmers in America. They can also refer to the fragile economic situation of indigenous and African slaves who also took part in many movements of resistance. Candidates may also state that the imposition of a “society of castes” that prevented many people from being part of economic activities was also a factor for the conflict. Candidates may challenge the question considering other factors as more significant like the claim to access to high political positions made by local elites and wealthy families of *criollos*. They may also refer to the need to modernize the administration, education and culture in America, a requirement that was not successfully addressed by some monarchies (like in the case of the Bourbon reforms). Other relevant factors may be addressed like the impact in America of European wars that debilitated monarchies, and/or the introduction of new ideas by the Enlightenment. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Compare and contrast the role of Franciscans and Dominicans in the New World.

The question requires that candidates give an account of the similarities and differences between the role of Franciscans and Dominicans in the New World. Candidates may refer to the first Franciscan missionaries that arrived at New Spain in 1523 following Cortes' expeditions in Mexico, and established missions across the continent. In contrast, Dominicans concentrated in the Caribbean and Mexico. Candidates may compare that both orders looked for the conversion to Christianity of indigenous societies and for the elimination of local rituals and may contrast their different approaches to conversion and results. Candidates may also compare their study of native languages and customs (like the study of Maya language by the Dominicans and the study of Nahuatl by the Franciscans). Candidates may also compare and contrast the activities carried out by Franciscans and Dominicans to educate indigenous societies in reading and writing, and/or the teaching of music, carpentry, ceramics, and other creative skills. They may also compare and contrast their role in protecting indigenous populations like in the cases of Bartolomé de las Casas and Pedro de Gante. Candidates may also compare and contrast the relationship between both orders and civil authorities in America and the monarchy. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

8. "Considerable religious intolerance existed in British North America." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that there was considerable religious intolerance in British North America. Candidates may consider the clash among different groups of Europeans and their competition to control the territory such as the case of the encounter between the Huguenot colony and Spaniards in 1564 at Fort Caroline that brought episodes of religious intolerance. Candidates may also refer to the arrival of Puritan communities and their rejection to coexist with opposing religious views. They may also refer to the antipathy toward Catholics (especially French and Spanish Catholics) reflected in the sermons and in statutes that discriminated against Catholics in matters of property and voting. Candidates may consider that religious intolerance was also present in early independent America since there were state laws regarding religion that still included signs of intolerance, especially against Catholics and Jews. Candidates may also consider the Great Awakening and the divisions the movement caused among those who supported it and those who rejected it. Candidates might refer to British colonists' intolerance of indigenous religions. Those who disagree with the premise, might refer to the Rhode Island Charter of 1663, the Maryland Toleration Act of 1649 and the Pennsylvania Charter of Privileges of 1701, all of which granted religious toleration. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Compare and contrast the role of **two** colonial powers in the establishment of slavery in the Americas.

The question requires that candidates give an account of the similarities and differences between two colonial powers in the establishment of slavery in the Americas. Candidates may compare the advances in nautical technology, especially the invention of the caravel that facilitated the connection between Europe and the West African coast and later the New World, transporting different commodities and also many African slaves. Candidates may also compare the organization of plantations established in different regions of America that required slave labour, like in areas under Portuguese, British and/or Dutch rule. Candidates may also compare and contrast the different treatment slavery received from monarchies and religious institutions and the attempts to abolish it, like in the case of Spain and Britain. Candidates may also compare the role played by companies that sustained slavery and their close relations with civil powers. Candidates may also contrast the different laws regarding slavery introduced by the different governments in order to set boundaries among African slaves, indigenous communities and Europeans in the Americas. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

10. Discuss the reasons for, and effects of, abolitionist ideas in British America up to 1800.

The question requires that candidates offer a considered and balanced review of the reasons for, and effects of, abolitionist ideas in British America up to 1800. As reasons, candidates may discuss that opposition to slavery started as a moral and religious movement based on the belief that everyone was equal in the eyes of God. This impacted among Mennonites, Quakers, Presbyterians, Baptists, Amish, and other practitioners of Protestant denominations. Candidates may also discuss the impact of the Great Awakening movements that led to the idea that all men were created equal in the eyes of God. Candidates may also discuss that abolitionists saw slavery as an abomination and an affliction. As effects, candidates may discuss that abolitionists sent petitions to Congress, ran for political office, produced anti-slavery literature, and founded antislavery societies like the Society for the Relief of Free Negroes Unlawfully Held in Bondage (Pennsylvania Abolition Society), among others. 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 **one** independence movement in the Americas.

The question requires that candidates make an appraisal of the impact of military campaigns and battles on the outcome of one independence movement in the Americas between 1763 and 1830. Candidates may choose the US independence movement and evaluate the impact of early battles such as Trenton and Princeton in 1776, which gave a tremendous morale boost to the Americans after earlier defeats; the American victory at Saratoga in 1777, which brought much needed foreign aid, especially from the French; the later Carolinas campaign in 1780–81 which helped to wear down Cornwallis and the battle at Yorktown in 1781, which signalled the end of the war. Latin American independence movements could be evaluated such as those led by Jose de San Martin, Simon Bolivar, or any of the Mexican independence leaders. 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 by different leaders and their impact on the outcome of the movement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. "Independence had a significant impact on the establishment of new trading relations." 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 significant impact on the establishment of new trading relations. Candidates may support the statement considering that many independence movements looked for the end of the monopoly imposed by governments. Candidates may also discuss that independence facilitated the establishment of new diplomatic relations with other countries that usually were accompanied by trade treaties. Independence also impacted in the reorganization of the territory, establishing new ports, customs houses, and routes in order to sponsor new trade relations. Independence was also the starting point of the creation of a new currency and the establishment of banks to facilitate trade. Also, new constitutions usually granted equal rights and every citizen was allowed to trade. Candidates may challenge the statement by discussing that for a long time after independence long-distance trade was still in the hands of Europeans. They can also refer to other events as more significant for the new trading relations like the Industrial Revolution, and/or the development of new financial activities. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 13.** To what extent were major compromises necessary for the 1787 US Constitution to be written?

The question requires that candidates consider the merits or otherwise of the suggestion that major compromises were necessary for the US Constitution to be written. Candidates may refer to the desire to modify the Articles of Confederation but indicate that there was very little agreement as to how to do that. Each state had its own ideas and was interested in protecting its standing. The first compromise, known as The Great Compromise, resolved the issue of representation for the states by creating a bicameral legislature, one house based on population and the other on equal representation. Counting of slaves for determining representation, or taxation required the three-fifths compromise, while the desire for a strong central government, but fear that it would be too strong required the checks and balances compromises. Candidates may refer to other stumbling blocks of tariffs and trade that required compromises to achieve agreement and the necessity of adding the first ten amendments to get the Constitution ratified. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** Evaluate the effects of the Mexican-American War (1846–1848) on the region.

The question requires that candidates make an appraisal of the effects of the Mexican-American War (1846–1848) on the region. Candidates may evaluate the changes in territory caused by the war. By the Treaty of Guadalupe-Hidalgo (1848) Mexico accepted the Rio Grande as its boundary, leaving to the US the provinces of California and New Mexico. Candidates may also evaluate the economic effects on the region. Soon after the war the US initiated industrial and agricultural development on an unprecedented scale resulting in a widespread environmental change in part of the region under dispute. Candidates may also evaluate the social effects of the war on the region, especially on the population of Texas that suffered discrimination during and after the conflict. Candidates may also evaluate the effects of the war in the other countries of the region, the ratification of the US as a power in the continent, and its new relations with American nations. Other relevant factors may be addressed, for example the effects of the war in domestic policy, or its influence in the abolitionist debate in the US. 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. Evaluate the impact of the abolitionist movement on the United States.

The question requires that candidates make an appraisal of the impact of the abolitionist movement on the United States. Candidates may evaluate the work of the early abolitionists, especially the Quakers, and those influenced by the Great Awakening and their limited impact. They may evaluate individuals like William Lloyd Garrison and Frederick Douglass and their respective newspapers. Initially, the abolitionist movement had little impact, and many northerners disagreed with the movement. For the most part, until the mid-1850s, political parties ignored the issue of slavery. However, the abolitionist movement did continue to keep attention on the issue of slavery and worry the southern states about northern motives, increasing sectional divide. Southern states banned the distribution of all abolitionist literature. The writing of *Uncle Tom's Cabin*, support of the Underground Railroad, passage of personal liberty laws and John Brown's uprising further infuriated southern states. Candidates may evaluate the impact of the abolitionist movement on the emergence of the Republican Party, which advocated for ending the expansion of slavery. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the effectiveness of the terms of the Compromise of 1850.

The question requires that candidates make an appraisal of the terms of the Compromise of 1850, weighing up its strengths and limitations. Candidates may offer equal coverage of the terms of the Compromise or they may prioritize areas for their evaluation. The Compromise included five different provisions aimed at decreasing sectional differences over slavery, which were very high at the time. Candidates may refer to the admission of California as a free state, and the creation of the new territories of New Mexico and Utah, which would be admitted using popular sovereignty. For the most part, this was acceptable to both sides. Candidates may refer to the new, stronger Fugitive Slave Act and the abolition of the slave trade in Washington, DC as examples of compromise. The southern states got the Fugitive Slave Act, while the northern states got the abolition of the slave trade. Both sides hated what the other side achieved. Candidates might argue that the compromise did ease tensions and derailed secessionist ideas in 1850. Others might argue that it merely delayed secession as sectional differences increased in the next ten years and future cooperation and compromise became increasingly unlikely. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Discuss the economic effects of urbanization in **two** countries of the Americas.

The question requires that candidates offer a considered and balanced review of the economic effects of urbanization in two countries of the Americas. Candidates may discuss economic effects such as the new commercial, financial, and artisan activities. They may also discuss the organization of banks, commercial offices, and large infrastructure projects. Candidates may also discuss the migration from the hinterland to the cities as an effect of urbanization and its impact on employment rates, and consumption. Urbanization also had economic effects, creating a division of economic activities among different towns and rural regions. Candidates may also discuss the expansion of transportation and those cases where more effective systems to transport people, commodities and services produced a series of economic booms. The radial networks of avenues and streets also facilitated this. The growth of cities and the rise in the population also had an effect on rural activities since the growing demand of food and raw materials triggered an increase in the production, and also sponsored the rise of new local industries to supply the demand of manufactures. Other relevant factors may be addressed, for example the emergence of an urban bourgeoisie that promoted the growth of outdoor spaces for leisure and consumption such as promenades and public parks (like in the cases of Buenos Aires, Mexico City, and Rio de Janeiro). Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. To what extent did the economic and legal conditions of African Americans improve between 1865 and 1929?

The question requires that candidates consider the merits or otherwise of the suggestion that the economic and legal conditions of African Americans improved between 1865 and 1929. Regarding the legal conditions, candidates may refer to the effects of the Thirteenth, Fourteenth, and Fifteenth Amendment that guaranteed, among others, their right to vote. Yet African Americans were often ignored, particularly in the South where Black codes were enacted. They may also consider that during Reconstruction, a number of African Americans leaders were speakers and members of the US Congress showing a certain improvement in legal terms, while others were allowed to serve as lieutenant governors, state's acting governors, secretaries of state and superintendents of education. However, there was a rebirth of white supremacy in the South, accompanied by the growth of enforced "racial" separation. Regarding the economic conditions, candidates may argue that after the Civil War, many African Americans had limited resources and were forced to move in search of work, besides the help of a number of philanthropic agencies. Candidates may also consider that in the post-Reconstruction years, they only received a small share of the increasing number of industrial jobs, especially in Southern cities. Candidates may consider the differences between North and South and that even when African Americans were also segregated in the North, their economic and educational opportunities were greater. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. Compare and contrast the foreign policies of **two** US presidents in the affairs of Latin America.

The question requires that candidates give an account of the similarities and differences between the foreign policies of two US presidents in the affairs of Latin America. Most likely choices could be McKinley, T Roosevelt, Taft, Wilson and Coolidge. Candidates may compare similar policies of expansionism and domination in the area by McKinley, Roosevelt, and Taft, though in varying degrees. Wilson's "moral" diplomacy implied more altruistic motives but proved to be very similar to those of his predecessors. All presidents used the Monroe Doctrine to justify U.S. involvement, whether it was McKinley's Spanish American War, the use of the Roosevelt Corollary or military interventions by Taft and Wilson. The greatest contrast is with Coolidge, who ended US intervention in the Dominican Republic, recognized the Mexican government and began better relations with many Latin American countries. Other possible comparisons could be economic reasons for intervention, desires to set up friendly governments, manifest destiny and white supremacy. Possible contrasts could be reasons for military intervention, whether humanitarian or nationalistic, geopolitical reasons, and type of intervention, whether financial, political or military. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each

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

The question requires that candidates offer a considered and balanced review of the reasons for, and the nature of, involvement of one country of the Americas, excluding the US, in the First World War. Canada may be the most likely choice but accept any Latin American country that participated in the war. For Canadian reasons, candidates may discuss an obligation as part of the British Empire, a desire to help Britain, and to protect Canadian trade interests. Latin American reasons could be German encroachment, pressure from the US and a desire to be part of the League of Nations. Canadian participation was both military and economic. Canadian forces fought on the western front throughout the war. Their participation was especially significant at Somme, Passchendaele, Vimy Ridge and in the final offensive in late 1918. Canadian participation included economic aid through massive exports of agricultural and industrial goods. Brazil declared war in October 1917 in response to German U-boat attacks. The Brazilian Navy patrolled the South Atlantic and a small force went to Europe. Cuba sent doctors and nurses to the Western front and was preparing to send soldiers as the war ended. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: The Mexican Revolution (1884–1940)

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

The question requires that candidates give an account of the similarities and differences between the aims of Zapata and Carranza during the Mexican Revolution. Zapata's aims can be seen in his Plan of Ayala, which called for land reform, social reform and democratic reform. Carranza's aims can be seen in his Plan of Guadalupe, which called for the removal of Huerta and constitutional government. Both supported a constitutional government and political reform, but to different degrees. Their differences lie in the amount of reform. Carranza wanted minimal reform with government run by the elites and no agrarian or social reform. Zapata was a revolutionary who fought against Diaz, later Madero and then Huerta, while Carranza, a reformer, supported Madero, and then fought against Huerta, and later Zapata and Villa. Both opposed Diaz and supported Madero, at least initially for Zapata, and both opposed Huerta. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

- 22.** "Foreign powers had a limited impact on the outbreak and development of the Mexican Revolution." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that foreign powers had a limited impact on the outbreak and development of the Mexican Revolution. Candidates may discuss that some foreign powers had a greater impact than others. They most likely will discuss Germany, Great Britain and the United States as having some impact. Regarding outbreak, candidates might refer to favourable treatment of American and British interests, which adversely affected Mexican workers, peasants and landholders creating discontent. US support of Diaz ended and shifted to Madero with Taft placing US troops along the border. Regarding development, US support shifted again, away from Madero and towards Huerta, who also had support from Britain, Spain and Germany. Within a year, the US withdrew support from Huerta, called for his resignation and backed Carranza. Germany continued to back Huerta, even shipping weapons to him, which resulted in the US occupation of Veracruz. Germany's last attempt was the Zimmermann Telegram in 1917. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 12: The Great Depression and the Americas (mid 1920s–1939)

23. Discuss the causes and impact of the Great Depression in **one** country in the Americas.

The question requires that candidates offer a considered and balanced review of the causes and impact of the Great Depression in one country in the Americas. Candidates may choose any country in the Americas. Causes and impact will vary depending on the country chosen, though there may be similarities. For Latin American countries, there were pre-existing economic inequities that helped bring about the Great Depression, but all of these were exacerbated by the US and global depression. For many Latin American countries, they lost their valuable export markets in Europe and the US, resulting in widespread unemployment and a capital crisis decreasing their ability to buy needed imports. Tariff wars compounded the crises. ISI was implemented. For the US, causes could be the government's *laissez-faire* approach to the economy, stock market speculation and its crash in October 1929, overproduction, underconsumption and income inequality. Widespread unemployment, bank failures, homelessness and migration, industrial and agricultural decline, and a move towards substantial government economic intervention were characteristics of the Depression in the United States. Like Latin America, Canada was adversely affected by its close ties to the U.S. economy and by the loss of global markets. Characteristics of the depression in Canada were similar to the U.S. and Latin America. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Examine the impact of the Great Depression on the arts and culture in **one** country of the Americas.

The question requires that candidates consider the interrelationship between the Great Depression and the arts and culture in one country of the Americas. Candidates may examine the impact of the crisis in popular culture, imposing an emphasis in simplicity and frugality. Inexpensive amusements like backyard games, puzzles, card games, sports, libraries and board games became more popular. Candidates may also examine the role played by radio and films as they became a more common entertainment and were used in some cases to pass political and social messages. Candidates may also consider the Great Depression's impact on music where many lyrics expressed a loss of faith, and the increase in the publication of literature and magazines. While many novels reflected the reality of the deprived population, a number of magazines glorified lives and pictures of certain aspects of society. In the comics superheroes emerged. Candidates may also examine the developments of two photographic trends during the crisis: the so-called engaged social photography, and the artistic, studio photography. In the field of pictorial art there were also representations of the critical social context, although the *avant-garde* movements also played a significant role in renewing painting. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. “Diplomatic tensions were the main reason for involvement in the Second World War.” Discuss with reference to **two** countries of the Americas.

The question requires that candidates offer a considered and balanced review of the statement that diplomatic tensions were the main reason for the involvement of two countries of the Americas in the Second World War. Candidates may discuss other reasons for involvement, but they must address diplomatic tensions. For the US, there were diplomatic tensions between the US and Japan from the late 1930s onward as the US was attempting to stop Japanese expansion. Candidates may discuss that the bombing of Pearl Harbor was the main reason for US involvement. Tensions with Germany were less diplomatic and more military as Germany sank American ships. Canadian participation began shortly after Great Britain declared war on Germany. Canada entered to help defend Great Britain and the British Empire. For the most part, Latin American nations joined in response to direct German aggression or to protect the hemisphere. Candidates might refer to diplomatic tensions with the US as causing some Latin American nations to join. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the social impact of the Second World War on women and minorities up to 1945.

The question requires that candidates make an appraisal of the social impact of the Second World War on women and minorities up to 1945. Responses will vary depending on the countries chosen to give examples. In nearly all countries, economic opportunities for women and minorities increased. Nevertheless, discrimination still existed resulting in lower pay and fewer opportunities than white counterparts. In many countries, the war presented greater opportunities for women and minorities in the military, with members in both groups gaining respect for their contributions. In some countries, the war led to internal migration from rural areas to urban centres or from one region to another. There may also have been increased immigration to fill vacant jobs. In a few countries, some minorities, especially those of Japanese origin were isolated to internment camps. Internment meant the loss of civil liberties, property losses as well as post-war stigma. In many countries, increased economic and social mobility fostered thoughts of racial and gender equality. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. “The economic policies of populist leaders had limited success.” Discuss with reference to **two** Latin American countries.

The question requires that candidates offer a considered and balanced review of the statement that the economic policies of populist leaders had limited success. Candidates may support the statement by discussing that populist leaders had limited interest in the economy, focusing on political and social policies. Candidates may discuss that the economic plans of many populist leaders were narrow and/or inadequate, and only ensured a limited economic success during a few years. Candidates may also discuss that populist leaders were not successful in changing the traditional economic patterns of their countries, usually predominantly rural and with limited industrialization. They may also discuss populist leaders’ foreign relations as an obstacle. Since some leaders did not have close relations with financial organizations they were not accredited with loans and/or beneficial treaties. Candidates may challenge the statement considering that some countries experienced a modernization and a certain industrialization under the rule of populist leaders. They may also discuss that under populist leaders many citizens entered the middle class, improving their standard of living. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Evaluate the impact of guerrilla movements in **one** Latin American country.

The question requires that candidates make an appraisal of the impact of guerrilla movements in one Latin American country. Candidates may evaluate the impact of successful guerrilla movements like in the case of Cuba where the movement was able to establish a new state under different principles. They may also consider the response of Latin American establishments. Many governments (both democratic and dictatorships) strengthened their armed forces and joined US policies to counter guerrilla operations, like in the case of Brazil, Argentina, and Chile. Candidates may also consider the possible disagreements among parties and politicians regarding the treatment of guerrilla. Candidates may also evaluate the psychological impact of the acts performed by guerrillas. While part of the population could have actively or passively supported the guerrilla, in other cases their criminal acts alienated many citizens. Candidates may also evaluate that some guerrilla movements shifted from rural to urban guerrilla warfare with an emphasis on the use of collective terrorism, like in the case of Shining Path in Peru. Other relevant factors may be addressed, for example the economic distress caused by the guerrillas’ attacks. 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.** Evaluate the effectiveness of President Johnson’s Great Society policies.

The question requires that candidates make an appraisal of President Johnson’s Great Society policies, weighing up their strengths and limitations. Johnson’s Great Society was implemented through a Democratic controlled Congress and attempted to improve the lives of Americans by raising the standard of living and promoting racial equality. Candidates may evaluate the effectiveness of legislation such as Medicare, Medicaid, Head Start, Job Core or many other projects. These programs resulted in a significant decline in the rate of poverty, greater access to health care for the elderly and low-income citizens and improved education. Candidates may evaluate the effectiveness of laws dealing with racial equality such as the Civil Rights Act of 1964, the Voting Rights Act, the 24th Amendment and the Civil Rights Act of 1968. This legislation banned discrimination in public places, eliminated several voting restrictions on people of color and promoted fair hiring and housing practices. Candidates may argue that these policies were all stymied by the cost of Vietnam. They may also argue that Johnson’s policies created a large federal deficit and a large bureaucracy. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** “Carter’s domestic policies were a complete failure.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Carter’s domestic policies were a complete failure. Carter is often seen as a failed president due to high unemployment, inflation, a recession, the energy crisis and failure to be re-elected. For candidates who support or partially support the statement, they are likely to refer to the many economic problems. They might also reference his inability to get legislation through a Democratic controlled Congress, resulting in vetoes and having vetoes overridden. Candidates who disagree or partially disagree may refer to his formation of the departments of Energy and Education, creation of a national energy policy which promoted alternative energy and decreased dependence on foreign oil, and de-regulation of the airlines, trains and trucking industry. 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 can US participation in the Korean War be considered successful?

The question requires that candidates consider the merits or otherwise of the suggestion that US participation in the Korean War could be considered successful. In order to address this issue, candidates might consider the aims of US participation and determine whether they were met. Candidates may refer to the US desire to contain communism, to protect South Korea, and to show the strength of the United Nations against aggression. The US got UN Security Council approval for military action and had the help of 16 other nations. When the war ended, South Korea still existed, and communism had been contained to North Korea. Some might see this as successful. Others might see it as a failure as the US had appeared headed to a sweeping victory with unification of Korea a real possibility. Candidates might refer to China's entry and the possibility of nuclear war. Candidates might refer to battlefield successes such as the landing at Inchon, driving North Korean forces out of the South and advancing far into North Korea. They might also refer to defeats in the field and the rapid retreat from the North. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Examine the response of Canada **and** Latin America to US involvement in Vietnam.

The question requires that candidates consider the interrelationship between the response of Canada and Latin America to US involvement in Vietnam. Candidates may examine the lack of support from Canada for US participation. Canada did not participate militarily or publicly support US action in Vietnam and most Canadians opposed the war. However, Canadian business profited nicely from the war by selling needed materials to the Pentagon, and thousands of Canadians volunteered in the US to fight in the war. Because of its neutrality, Canada was a safe haven for thousands of US draft resisters and deserters. Anti-war protests were common in Canada. In general, Latin American countries did not support US efforts in Vietnam. Some, like Cuba, saw it as another example of American imperialism and denounced US participation. Cuba sent doctors and medical supplies to North Vietnam. Anti-war protests occurred in Cuba, Chile and Mexico. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 33.** “The civil rights movement was largely successful in ending segregation in the South between 1955 and 1980.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the civil rights movement was largely successful in ending segregation in the South between 1955 and 1980. In answering this, candidates are expected to identify important events and laws of the civil rights movement and determine the extent to which they successfully ended segregation in the South during the time period stipulated. Candidates may discuss the Brown vs Board of Education, Central High in Little Rock, Freedom Riders, sit-ins, especially in Greensboro, the March on Washington and Selma, as well as the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965 and the 24th Amendment. Candidates might argue that much was achieved on paper, but discrimination and segregation still existed. Many Southern governors, mayors and law enforcement officials resisted the federal government’s efforts. The Ku Klux Klan became more active and violent to prevent integration. Others might argue that despite opposition, federal laws and Supreme Court decisions were enforced, even if it required the force of the federal government. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** “The impact of feminist movements in the Americas was limited.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the impact of feminist movements in the Americas was limited. The impact of feminist movements may vary throughout the region, and it may be true that the impact was meaningful in some countries and almost non-existent in others. Candidates might argue that feminist movements were most successful in the US, Canada, and Argentina, and indicate the many accomplishments in those countries, such as political involvement, higher education, professional careers and equality under the law. Cuba also made great strides in women's equality, but it was more government driven than the result of a feminist movement. Candidates might identify many Central American countries and poorer South American countries where feminist movements have had little impact. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

35. Examine the continuities and changes in US foreign policy towards Latin America up to 2005.

The question requires that candidates consider the interrelationship between continuities and changes in US foreign policy towards Latin America up to 2005. Candidates should be able to see some continuity through the presidencies of Carter, Reagan, GHW Bush, Clinton and GW Bush, and yet note some distinct changes. Candidates may examine continuities as a belief in the Monroe Doctrine, at least for Central America; military intervention; covert operations; support of anti-communist dictators; the isolation of Cuba and tying US foreign aid to a country's behaviour. Overt military intervention occurred in Grenada in 1983, Panama in 1989 and Haiti in 1994 and again in 2004. Covert operations took place in Guatemala, El Salvador, Nicaragua and Haiti throughout the 80s and 90s, as well as Paraguay in the late 80s and Venezuela during Chavez's rule. Candidates may examine changes between Carter and Reagan from supporting the Sandinistas in Nicaragua to supporting the contras trying to overthrow them. Also, Carter tied foreign aid to human rights which other presidents ignored. Another change could be US-Cuba relations which eased slightly through the period, and a greater willingness to allow socialist governments in Latin America. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. "The economy and debt were the most significant challenges faced after the transition to democracy." Discuss with reference to **two** Latin American countries.

The question requires that candidates offer a considered and balanced review of the statement that the economy and debt were the most significant challenges faced after the transition to democracy. Candidates may support the statement by discussing that the amount of debt blocked the economic plans of many new democratic governments since its payment was a requirement to attract foreign investments, and to be able to sign new financial and commercial treaties. The debt and its payment were also a challenge since many politicians from different parties did not agree on how to deal with it. Candidates may also discuss that many national economies suffered the destruction of their national industry, concentration of wealth, unemployment, etc. Candidates may challenge the statement discussing that the political reconstruction was the most significant problem since many parties and democratic institutions were banned or dismantled during previous authoritarian governments. Candidates may also consider that the judgement of the criminal acts committed by the previous dictatorships and their social impact were much more significant. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.