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MARKSCHEME

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HISTORY - AMERICAS

Higher Level

Paper 3

1. Analyse the role of religion in the settlement of *two* areas of the region.

Some of the issues that can be discussed are:

For the United States: search for religious freedom was of major significance but not for all colonies; candidates should show some knowledge of different colonies settled by different religious groups (Catholics in Maryland, Quakers in Pennsylvania *etc.*), examples of religious toleration (Rhode Island, New York) and the establishment of the Church of England in most colonies by the time of the revolution.

For Canada: power role of the Roman Catholic Church in the settlement and governance of New France, including its economic power through control of large parcels of land; mention can be made of missionary work (*i.e.* the Jesuits) and work of religious women (*i.e.* nuns such as the Ursulines).

For Latin America: a general answer would be acceptable; focus on specific colonies (one or two) would be better.

Significant points: theme of religious motivations for settlements, extent and result of evangelization; cultural impact of Catholicism on native cultures, education, architecture *etc.*

[7 marks] maximum for only one area discussed in general terms.

[8 to 10 marks] for answers that address two areas but descriptively with implicit analysis.

[11 to 13 marks] for some more explicit analysis of the role of religion.

[14 to 16 marks] for answers with well selected examples but not fully developed analysis.

High marks **[17+ marks]** for well developed analysis and supporting evidence.

2. “The United States War of Independence had nothing in common with the Latin American Wars of Independence.” Assess the validity of this statement.

The phrase “nothing in common” is not defensible. Points in common: overthrow of imperial power, republicanism; points not in common: class issues, goals, military aspects.

Answers should select at least two areas for comparison, *e.g.* political and social, political and economic. Candidates must state a clear position and then support it with specific examples.

[7 marks] maximum for general assertions without specific examples.

[8 to 10 marks] for narrative accounts but with some examples.

[11 to 13 marks] for some focused assessment.

[14 to 16 marks] for answers with clear positions and examples, although analysis is not fully developed.

For high marks **[17+ marks]** critical judgment, evidence and well developed analysis are required.

3. To what extent was the United States Constitution revolutionary?

A very traditional question. Answers should include at least three of the following: republicanism, separation of powers, federalism, Bill of Rights, ratification process, extent of suffrage, amendment process.

[7 marks] for general, narrative answers which do not address “to what extent”.

[8 to 10 marks] for a clear statement about the extent to which the Constitution was a revolutionary document for its time but supported with barely sufficient evidence.

[11 to 13 marks] for more detailed explicit assessment.

[14 to 16 marks] for answers that are well focused although analysis is not fully developed.

For high marks *[17+ marks]* answers might show some familiarity with its historiography (Beard, MacDonald) or critical judgment, with detailed evidence and well developed analysis.

4. What were the major problems faced by *two* Latin American countries immediately following independence and how did they attempt to solve them?

Answers will vary according to the countries selected but some of the themes that could be addressed are:

Economic: dislocations due to the physical violence of the wars of independence; civilian labour force was decimated and throughout the continent, capital was scarce. Trade was very limited, communications fell into near total disuse. Almost all of the Latin American countries adopted the “free trade” policies of nineteenth century liberalism in their search for economic development, forging links to European and North American markets, and encouraging foreign investments. The result was a new form of economic dependency or neocolonialism.

Political: regional conflict, revolts and fragmentation and social instability. Countries attempted to deal with the problem by establishment of “stable dictatorships” to bring peace and order to the countries. Good examples: Mexico, Brazil, Argentina, Chile, although any country can be used.

Mark out of *[12 marks]* when only one country is used. But accept unequal treatment for the two countries.

[8 to 10 marks] for accounts which only discuss one particular problem and its attempted solution.

[11 to 13 marks] for further accounts of problems, with some explicit analysis.

[14 to 16 marks] for answers which discuss several issues and clearly address the requirements of the question. Analysis is not fully developed.

[17+ marks] for analysis of the main problems and attempted solution that is detailed and perceptive.

5. Why were some Canadian provinces not interested in Confederation by 1867?

Focus on Maritimes, British Columbia and French Canada. Reasons are different for each: Maritimes (closer to Europe than US or Canada, fears about trade); British Columbia (isolation from Canada); French Canada (feared for its “particular rights”; financial arrangements; culture, *etc.*).

Candidates should focus on negative aspects, not on a narrative of how Confederation came about, although some of this will be necessary and helpful.

[7 marks] for generalizations without supporting evidence.

[8 to 10 marks] for narrative accounts with implicit analysis.

[11 to 13 marks] for some more explicit analysis.

[14 to 16 marks] for answers with evidence, knowledge and analysis but with a marked focus on one province.

High marks *[17+ marks]* for answers with evidence, knowledge, and analysis of the issues which affected each province.

6. Evaluate the main arguments both for and against slavery in the Americas.

This question addresses one of the most complex debates in Americas history. The arguments cover social, economic, political, religious and humane issues. Candidates are expected to be aware of the most significant issues and present solid and coherent arguments about the topic.

As this question does not specify an area, accept answers about the topic in either the United States or Latin America or both.

[7 marks] for superficial, general answers.

[8 to 10 marks] for narratives showing some understanding of the issues.

[11 to 13 marks] for better focus, attempting some evaluation.

[14 to 16 marks] for effective comparison and contrast of some issues, though analysis not fully developed.

Perceptive evaluation of several issues, analysis that is detailed and well developed, and well-focused discussion of historical debate about the topic would all qualify for high marks *[17+ marks]*.

7. Explain the reasons why compromise was no longer possible between the North and the South of the United States by 1861.

Some knowledge, although not endless narrative, of the compromises from the Constitution, 1820, *etc.* is needed here. Essay answers should focus on escalation of rhetoric and westward expansion in the 1850s, Kansas-Nebraska, anti-slavery movement (Stowe, Garrison, *etc.*), perception of Lincoln. Emphasis on why by 1861, analysis, *etc.* are needed for high marks.

[7 marks] for a narrative of the civil war without attention to the demands of the question.

[8 to 10 marks] for narrative with implicit analysis.

[11 to 13 marks] for answers that have limited analysis but address why by 1861.

[14 to 16 marks] for answers with emphasis on why by 1861 and good detailed selected examples, though analysis not fully developed.

High marks *[17+ marks]* for focused, analytical and well informed answers.

8. Analyse the factors that influenced the growth of cities in Latin America in the late nineteenth century. Support your answer with specific examples from two countries of the region.

Specific factors: immigration from abroad, internal immigration, growth of manufacturing, agricultural mechanization, tenement housing, unrest and poverty in the countryside, rise of expectations.

[7 marks] maximum for general assertions without specific examples.

[8 to 10 marks] for narrative accounts with some examples about one main country and some references to another.

[11 to 13 marks] for better focus, with some explicit analysis.

[14 to 16 marks] for answers with clear examples from two countries of the region, which show how the mentioned factors affected the growth of the cities, though analysis may not be fully developed or balanced.

High marks *[17+ marks]* for answers that are balanced, analytical and well supported.

9. How did Canada's participation in the First World War affect its economic and social development?

The answer can be clearly divided into economic and social sections, and should explain some of the following: economic expansion (increase in agricultural exports, demands for minerals, railroads, ships, *etc.*); nationalism, its demands and expressions; effects of the conscription crisis, labour strikes, role of women, general prosperity *etc.*

[7 marks] for general answers without addressing economic or social issues in particular.

[8 to 10 marks] for narrative accounts with implicit analysis of economic and social issues.

[11 to 13 marks] for answers with better focus, and some explicit analysis.

[14 to 16 marks] for answers which develop both demands of the question but with more emphasis and analysis on one than the other.

High marks *[17+ marks]* for balanced, critical and well informed answers.

10. How successful was the progressive movement in achieving political and social reform in the United States? Support your answer with specific examples.

Measures that could be discussed are political reforms: electoral reform, referenda, direct primaries, women's suffrage. Social reforms: child-labour laws, consumer protection laws, labour laws affecting women and worker's compensation laws.

The question is not specific about the number of the reforms to be discussed but two to four would be satisfactory.

[7 marks] maximum for generalizations without support.

[8 to 10 marks] for narrative accounts with some specific examples.

[11 to 13 marks] for better focus and some assessment, though limited.

[14 to 16 marks] for answers with clear examples and discussion, although analysis is not fully developed.

High marks *[17+ marks]* for sharply focused answers with explicit judgments, and detailed supporting evidence.

11. Assess the success or failure of *two* interventions by the United States in Latin America before the First World War.

Candidates should begin by defining success and failure and from whose point of view (US or Latin America). Examples must be before 1914. Do not be surprised if Arbenz, Nicaragua and the Sandinistas, El Salvador or Bay of Pigs come up. They are not acceptable. Spanish American War is acceptable.

[7 marks] maximum for vague narratives of US interventions.

[8 to 10 marks] for narrative accounts, with some examples but not very clear assessment.

[11 to 13 marks] for some more focused assessment.

[14 to 16 marks] for answers with clear definitions and cases, but not fully developed assessments.

High marks *[17+ marks]* for answers that show critical judgment, detailed evidence, and well developed and balanced analysis.

12. Compare and contrast the programmes of *two* twentieth century Latin American leaders.

This question provides opportunities for using knowledge of candidate's own country. Possible examples could be: Perón, Cárdenas, Vargas. Points for consideration of similarities and differences might be social, political and economic programmes and foreign affairs. Two leaders of the same country are admissible.

[7 marks] maximum for general answers that do not compare/contrast or refer to only one leader.

[8 to 10 marks] for answers that are descriptive but use two leaders, with implicit analysis.

[11 to 13 marks] for more focused answers, with some explicit analysis.

[14 to 16 marks] for answers that compare and contrast but in which the analysis is not fully developed.

[17+ marks] for comparative structure and thorough analysis.

13. Analyse the causes of the Mexican Revolution of 1910.

The question refers to the revolution beginning in 1910; the nineteenth century revolution is **not** acceptable. Causes could include: land reform, labour conditions, lack of political representation, nationalism and dependence.

The question does not call for a narrative of the Revolution but for a discussion of the causes.

[7 marks] maximum for general narratives of the revolution, showing little accurate and relevant knowledge.

[8 to 10 marks] for narrative accounts that discuss only briefly the causes and focus on the development of the conflict.

[11 to 13 marks] for answers with better focus and some explicit analysis of causes.

[14 to 16 marks] for answers with good focus on causes, although analysis is not fully developed.

High marks *[17+ marks]* for answers with clear focus on causes, specific evidence and well-developed analysis.

14. In what ways, and to what extent, was the relationship of business and government changed by the Great Depression in the Americas? Draw your examples from two countries in the region.

The most popular countries might be Canada and the United States but accept any two countries. They do not need to be treated equally but specific knowledge of each should be shown. Candidates who show an understanding of the laissez-faire position of government before the Depression and then analyze how, using specific programmes, this relationship changes, will do well. This was not a simple, dramatic change. A listing of New Deal programmes, no matter how lengthy, without an analytical response to the question should not receive satisfactory marks.

[7 marks] maximum for general answers which do not address the specifics of the question.

[8 to 10 marks] for narrative accounts with implicit analysis.

[11 to 13 marks] for answers with better focus and some explicit analysis, or detailed focused answers but with reference to only one country.

[14 to 16 marks] for answers that are focused, well informed and refer to two countries, although analysis is not fully developed.

High marks *[17+ marks]* for answers that are focused, refer to two countries and offer detailed evidence and well developed analysis.

15. Why and how did the relationship between Canada and Britain change between 1900 and 1939?

Possible changes would be political, social, and economic changes. Specifics should include: First World War, Commonwealth, sense of nationhood, representation at Versailles, changed economic relationship due to First World War, Depression, Balfour Report (1926), Statute of Westminster.

[7 marks] maximum for general narrative without addressing demands of how and why.

[8 to 10 marks] for narrative accounts but answering only how or why.

[11 to 13 marks] for better focus, with some explicit analysis.

[14 to 16 marks] for specific answers, addressing how and why but in which analysis is not fully developed.

High marks *[17+ marks]* for critical judgment, detailed evidence and well developed analysis.

16. How successful were attempts at “hemispheric cooperation” between 1930 and 1945?

Candidates should define hemispheric cooperation and assess how successful it proved to be. Issues to be discussed include: Good Neighbor Policy, FDR moving toward intervention in Europe (Neutrality Acts). Some or all of the following could be mentioned: Montevideo Conference Pact 1933, Buenos Aires Conference 1936, Lima Conference, 1938; Panama, 1939; Havana, 1940; development of machinery to safeguard the hemisphere against aggression: Destroyer-bases deal, Lend-lease, Rio Conference 1942. Different position of Argentina can be noted.

[7 marks] maximum for general answers not focusing on the demands of the question.

[8 to 10 marks] for narrative accounts but with some focus on assessment.

[11 to 13 marks] for better focus and some explicit assessment.

[14 to 16 marks] for informed answers with clear focus on assessment but in which analysis is not fully developed.

[17+ marks] for answers with clear focus on assessment, and showing detailed knowledge and perceptive analysis.

17. Analyse the role of the United States in Cuba from 1898 to 1959.

Aspects discussed would include some of the following: US interests in Cuba before the Spanish-American War; reasons and goals for US involvement in the war and the first US occupation 1899-1902, the Platt Amendment; Cuba's instability and US intervention from 1902-1924; the revolution of 1933 and the US role; Batista and the US, Castro and the US. From the economic point of view, the role of the US could be traced in terms of investments and commercial relations with Cuba (sugar quotas *etc.*) and other investments outside of sugar. Do not expect all of these aspects to be mentioned, but reward well selected examples.

The question demands analysis and knowledge of US and Cuban relations during the given period.

Answers that are descriptive, general and without concrete examples should not be awarded more than **[7 marks]**.

[8 to 10 marks] for narrative accounts but with implicit analysis.

[11 to 13 marks] for better focus, with some explicit analysis.

[14 to 16 marks] for answers which develop a coherent, and well supported argument showing the different aspects and motivations for US policies in the island, although analysis is not fully developed.

For high marks **[17+ marks]** answers should show the different aspects and motivations for US policies in the island and well supported analysis.

18. In what ways, and for what reasons, did the President and Congress of the United States come into conflict between 1952 and 1980?

Answers should focus on the period before 1980; examples can focus on either foreign or domestic policy but domestic will be easier and more obvious as foreign policy is more traditionally bi-partisan and the prerogative of the Executive. Possible case studies: Truman's Fair Deal programme, Kennedy versus conservative coalition, 1961. However, any concrete cases with specific evidence can be accepted.

Candidates should avoid too much narrative; names of relevant members of Congress are a sign of depth.

[7 marks] for general answers not focusing on the demands of the question.

[8 to 10 marks] for answers showing some relevant knowledge but limited attention to "ways" and "reasons".

[11 to 13 marks] for explicit focus in a detailed narrative or in an attempted structured framework.

[14 to 16 marks] for answers that are focused and show relevant knowledge and examples, but are not well balanced.

High marks **[17+ marks]** for answers with detailed explicit knowledge and examples, well balanced in discussion of "ways" and "reasons", and with well developed analysis.

19. Evaluate the impact of *two* of the following on the development of the Cold War: the Truman Doctrine; the Marshall Plan; the Berlin Blockade; NATO.

All of these events had a **significant impact** on the Cold War. They created attitudes and policies on both sides, the West and the East, which, once they were established, made a reconciliation almost impossible. From this point onwards, the Cold War conflict seemed to follow an inevitable course. They can be perceived as a reaction to Soviet expansionism or as a response to US policies. Some possible lines of argument: **Truman Doctrine** (1947) establishes the policy of containing communism, the cornerstone of the entire Cold War policy of the US; **Marshall Plan** (1947) economic extension of Truman Doctrine. Whether as a reaction to the Truman Doctrine and the Marshall Plan or as part of a preconceived strategy, the Soviets created the Cominform (1947), the Molotov Plan (1949) and the Comecon. Two political and economic camps had been established. **Berlin Blockade** (1948–49) brought the Cold War to its first climax. It hardened Western attitudes and brought relations with the Soviet Union to their worst ever; it meant that, since no compromise was possible, Germany was doomed to remain divided for the foreseeable future; and caused the Western powers to co-ordinate their defenses by the formation of NATO in 1949. With **NATO** the US abandoned their traditional policy of “entangling alliances”, became committed **in advance** to go to war on another country’s behalf. Stalin took it as a challenge, and tensions remained high. The USSR replied in 1955 by organizing the Warsaw Pact. Two armed camps had been established.

Do not expect all these details. However, for any **two** events a clear position of its **impact** on the Cold War is necessary.

[7 marks] maximum for general accounts that do not address the question.

[8 to 10 marks] for narrative accounts with implicit analysis or some comments.

[11 to 13 marks] for answers with some evaluation but focussing more on one event.

[14 to 16 marks] for good focus and detailed knowledge, although analysis is not fully developed.

High marks *[17+ marks]* for a well balanced answer showing critical judgment and well developed evaluation.

20. Why had the civil rights movement come to the forefront of national attention in the United States by 1964?

Several factors can be mentioned in answering this question: activism after Second World War; growth of an urban black middle class; television and other forms of culture; Cold War; organizations for political mobilization of African-Americans; the Vietnam War.

[7 marks] maximum for generalized answers without specific examples or analysis.

[8 to 10 marks] for descriptive accounts but with some examples and implicit analysis.

[11 to 13 marks] for better focus, with some explicit analysis.

[14 to 16 marks] for answers with clear examples, although analysis is not fully developed.

[17+ marks] for answers which make reference to specific issues, present well selected evidence and display well developed analysis.

21. Compare and contrast developments in education in any *two* countries of the region in the period 1945 to 1990.

Content will vary according to the two countries chosen. Candidates are required to compare and contrast. Reward well answers that show effective analysis and knowledge of developments in education in the period mentioned in the question.

[7 marks] maximum for answers that refer to developments in only one country.

[8 to 10 marks] for descriptive accounts with some indication of similarities and differences.

[11 to 13 marks] for accounts with good comparative linkage or unbalanced comparative structure.

[14 to 16 marks] for informed answers with good focus on similarities and differences, although analysis is not fully developed.

For high marks *[17+ marks]* consistent focus on similarities and differences, good knowledge, and well developed analysis are required.

22. **“Land reform is the single most important issue in Latin America since 1945.” Evaluate this view with specific reference to *one* country of the region.**

Answers may vary in agreement or disagreement but probably most will tend to agree with the statement. Good examples can be Cuba, El Salvador, Mexico and Chile. A very good opportunity for candidates to write about their own country.

[7 marks] maximum for vague, general assertions without evaluation.

[8 to 10 marks] for answers that attempt to evaluate the view but lack sufficient knowledge to provide an effective answer.

[11 to 13 marks] for more detailed accounts, with some explicit evaluation.

[14 to 16 marks] for answers which focus on evaluating the statement and offer supporting evidence although analysis is not fully developed.

For high marks **[17+ marks]** critical judgment, detailed evidence and well developed analysis are required.

23. To what extent have women increased their participation in political and economic institutions in *two* countries of the region since 1960?

Answers to this question will vary according to the selected countries. Specific evidence should be used to support the arguments. Interesting examples will be United States, Canada, Argentina, Chile. But this is an opportunity for candidates to write about their own country as well as another.

Essays should mention specific women and cases of participation such as elected officials, corporate executives, *etc.*, but general material on changes and opportunities is acceptable also and might obtain marks on the high bands.

Unequal treatment of the two countries selected is acceptable, but mark out of **[12 marks]** when there is reference to only one country.

[7 marks] maximum for general assertions without specific examples.

[8 to 10 marks] for descriptive accounts but with some relevant examples.

[11 to 13 marks] for better focus, with some assessment of the extent to which women have increased their participation.

[14 to 16 marks] for answers which show solid knowledge and offer specific examples from two countries but are not very balanced in political and economic aspects.

For high marks **[17+ marks]** well balanced, detailed and consistently analytical answers are required.

24. “Social problems were the main motivation for revolutionary changes in Latin America after the Second World War.” Discuss the validity of this statement with reference to *one* country of South or Central America, or the Caribbean.

This is an open question which depends on what is understood as “revolutionary changes” and “social problems”; look for these definitions. Some examples could be; Bolivia, Peru, Argentina or Chile, but any country that has experienced “revolutionary changes” can be accepted, including Cuba, El Salvador, Guatemala. Although all of them had similarities each one had their own particular “social problems” which should be mentioned.

[7 marks] maximum for general answers without addressing the demands of the question.

[8 to 10 marks] for narrative/descriptive answers with some implicit analysis.

[11 to 13 marks] for a more explicit discussion based on the question.

[14 to 16 marks] for answers with clear definitions and examples, although analysis is not fully developed.

[17+ marks] for answers with clear definitions and examples, and fully developed analysis.

25. In what ways was the Organization of American States (OAS) successful between 1950 and 1990?

A definition or understanding of “success” is necessary for a well developed answer. Some of the issues that can be discussed are: framework for a truce and subsequent resolution of the Soccer War (1969); settlement of border conflicts between various Latin American countries; regulation of migrations among the countries; observation and monitoring of elections; “peace keeping” missions; adoption of the Charter of Punta del Este (1961), establishing the Alliance for progress; establishment of the Inter-American Court of Human Rights, and in 1979 the Inter-American Commission for Women.

This question demands analysis: that is, an explanation of “in what ways” the event/situation/commission *etc.* could be said to be a success.

The question gives no indication of how many examples are required but a good score cannot be gained if less than three examples are used. Candidates should show awareness of the time-frame of the question.

[7 marks] maximum for vague assertions about success showing limited knowledge of specifics.

[8 to 10 marks] for answers showing relevant knowledge but limited attention to “in what ways”.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for answers that are informed and analytical, but not fully developed.

[17+ marks] for answers that are knowledgeable and assess perceptively the cases that are presented.
