

MARKSCHEME

May 2004

HISTORY – AMERICAS

Higher Level

Paper 3

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1. Compare and contrast the treatment of indigenous peoples in *two* countries of the region in the eighteenth century.

Colonists' aims varied (freedom to practice religious beliefs, conversion of indigenous peoples to Christianity, obtaining resources, developing trade), and so did their treatment of indigenous peoples though attempts at conversion were widespread.

Canada: treatment generally more friendly than elsewhere. Aim was to civilize and convert the indigenous peoples. Efforts of French to convert them only randomly successful. French traded with the Algonkin, who allied with them against the English. The Iroquois became allies of the English in the Seven Years' War. Europeans had little contact with Eskimos.

Latin America: conversion of indigenous peoples the primary aim. Answers might refer to Jesuit missions, for instance in Brazil and Paraguay. In numerous places, aborigine people were enslaved, treated as children or subject to debt peonage. Intermarriage with Spaniards and African-Americans was allowed.

United States: some settlers learned skills from the aboriginal inhabitants. Colonies had different policies and methods for dealing with indigenous peoples. Europeans generally took advantage of them, stole their lands, destroyed their hunting and burial grounds.

A comparative question, where the usual instructions apply: if answer refers to treatment of indigenous people in only one country **[8 marks]** cannot be reached. A comparative structure will probably score better than end-on accounts of treatment.

[7 marks] maximum for vague generalizations, or accounts of the treatment of indigenous peoples in only one country.

[8 to 10 marks] for accounts of treatment with implicit analysis or some comments on similarities and differences of treatment.

[11 to 13 marks] for more explicit analysis, or end-on accounts with good linkage.

[14 to 16 marks] for structured comparative answers supported with appropriate knowledge, although the analysis may not be fully developed.

[17+ marks] for comparative structure, thorough analysis and detailed supporting material.

2. Analyse the role, and assess the impact, of outside powers on *two* wars of independence in the Americas.

Candidates can use case studies of their choice here. Answers could include French intervention in North American colonies as well as English influence on Spanish ones, providing arms, men and economic support. Diplomatic activities, commercial interests and outstanding individual participation were also influential.

Impact of more than one outside power needs to be analysed for high marks. Top answers will show understanding of how impact changed according to the European situation.

[7 marks] maximum for vague or unstructured accounts of independence wars.

[8 to 10 marks] for narratives of foreign influence with implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with more explicit focus on role and impact, or coherent argument supported with adequate detail.

[14 to 16 marks] for well-focused, analytical answers supported by appropriate factual knowledge, although analysis may not be fully developed.

[17+ marks] for well-structured, fully analytical answers with detail, insight and perhaps reference to different interpretations.

3. “The Constitution of the United States, agreed between 1787 and 1791, was a revolutionary document for its time.” To what extent do you agree with this claim?

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

The question asks “To what extent?”. Reward with high marks assessment that is soundly focused and well substantiated.

[7 marks] maximum for unfocused description or unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis, or relevant argument supported by limited material.

[11 to 13 marks] for description with more explicit analysis, or coherent argument supported by adequate detail.

[14 to 16 marks] for well-focused analytical answers, although analysis not fully developed.

[17+ marks] for sharply focused answers, showing depth and detail. Top marks could be achieved by answers that make use of relevant historiography.

4. **Explain why the caudillos emerged and how they ruled in the nineteenth century. Support your answer with examples from one *or* more countries.**

Important causes of the emergence of regional caudillos in Latin American countries were political instability, debts arising from independence wars, social differences, and centralist/federalist tendencies. After reaching the presidential office, caudillos usually found that sparse treasuries offered little reward for their followers, their bands then dispersed, and new caudillos emerged with new bands of followers. Caudillos, often charismatic and authoritarian leaders, organized personal militias, took military action against political opposition and governed in a repressive way.

Award high marks for explaining why and how, with good focus and accurate detail.

[7 marks] and under for general accounts or vague and inaccurate comments.

[8 to 10 marks] for descriptive accounts with implicit or undeveloped arguments.

[11 to 13 marks] for narratives that explain why caudillos emerged and how they ruled.

[14 to 16 marks] for well-focused analytical answers with supporting knowledge.

[17+ marks] for sharply focused explanation showing detailed knowledge and insight.

5. **Who opposed slavery in the Americas, and why?**

Candidates will probably focus on the United States or the Caribbean or Brazil.

United States: answers could include reference to some of the following: Quakers first to oppose slavery; humanitarians outraged by whippings and disruption of families; democrats protested against the denial of political and civil rights to slaves; Garrison gave abolitionists a focal point when he founded the *Liberator* (1831) and American Anti-Slavery Society (1833). Reference might also be made to the Liberty Party, Free-Soilers and Republican Party.

Caribbean countries: popular/poor sectors against influence of foreigners; plantation owners faced rebellions; some leaders sought to gain power based on slavery and poverty issues.

Brazil: slavery important and necessary for plantations in the North; political opposition between the Emperor, plantation owners and the new immigrant population of the South led to demands for emancipation laws.

Answers may focus on one or more countries. Reward detailed attention to who and why.

[7 marks] and under for vague generalizations or uncritical accounts of slave rebellions.

[8 to 10 marks] for narrative framework with implicit attention to who and why.

[11 to 13 marks] for better focus on who and why, with adequate supporting material.

[14 to 16 marks] for effective explanation of who opposed slavery and for what reasons.

[17+ marks] for answers showing insight and detail, and perhaps use of historiography.

6. Why did the United States Civil War break out in 1861?

Belief in Manifest Destiny, expansion to the West, opening up of new markets and annexation of lands played an important role in the North-South relationship. The 1850 Fugitive Slave Act and its effects, intensification of Abolitionists' propaganda, social intolerance in the 1850s and publication of *Uncle Tom's Cabin* all aroused public opinion. The Missouri Compromise, 1854 Kansas-Nebraska Act, role of Lincoln and his debates with Douglas, and the secession crisis are particularly relevant to explaining why war broke out in 1861. Other issues may also be pertinent.

Do not expect all this, but explanation of why war broke out in 1861 needed for high marks.

[7 marks] maximum for vague or uncritical accounts of North-South secession crisis.

[8 to 10 marks] for narratives of events leading to the Civil War with implicit analysis.

[11 to 13 marks] for narrative framework with explanation of why war broke out in 1861.

[14 to 16 marks] for well-focused explanation, although all aspects may not be addressed.

[17+ marks] for insight, thorough coverage and perhaps reference to different interpretations.

7. Explain the problems faced by Canada between 1867 and 1900. To what extent had the problems been overcome by the end of this period?

Problems: include the proximity and ambitions of the USA; internal divisions; securing the Canadian West; economic depression, and that Canada was not a universally popular concept. French Canada feared for its "particular rights", culture *etc.* French-English tension persisted; strong religious divisions, particularly over education in Manitoba; anti-Confederation sentiment in the Maritime region.

To what extent overcome: economic integration of the provinces through transport policies brought enough support for Confederation to keep it viable, and the new parliamentary system was able to rally moderates against the extremes. Tariff protection encouraged some economic development. Fear of the USA was still a dominant factor in the 1891 election, but the political elite in Ontario and Quebec showed determination to keep Canada independent.

Do not expect all the above. Candidates may focus on a series of problems or treat this as a two-part question. *[12 marks]* maximum if answers tackle only one part of the question.

[7 marks] and under for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis or undeveloped arguments.

[11 to 13 marks] for more explicit analysis of problems and whether they were overcome.

[14 to 16 marks] for well-focused analysis covering both parts of the question, although analysis may not be fully developed.

[17+ marks] for fully analytical and relevant answers, showing depth and detail.

8. In what ways, and for what reasons, were there changes in immigration policies in the second half of the nineteenth century in *one* country of the region?

Any country in the region may be selected. Best answers will connect government aims, foreign policies, labor force, and social issues. There was a succession of restrictive and flexible periods influenced by domestic economic and xenophobic reactions to immigrants. The United States, Brazil and Argentina might be popular case studies for European immigration; the USA, Mexico and Peru will probably be selected for Asian immigration.

If only one part of the question is addressed, the maximum is **[12 marks]**. For high marks, answers must address both “in what ways” and “for what reasons” effectively.

[7 marks] and under for uncritical accounts of policies, or unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of immigration profile with implicit analysis.

[11 to 13 marks] for narrative framework with focus on how and why, or relevant argument with limited examples and analysis.

[14 to 16 marks] for explanation of how and why supported with relevant knowledge, although all aspects of the question may not be addressed.

[17+ marks] for answers showing sharp focus, insight and detailed supporting knowledge.

9. Analyse the main features and impact of one cultural *or* one intellectual development in the Americas in the period 1850 to 1919.

The choice of relevant developments is broad. Candidates will probably refer to painting and literary movements. The publishing industry was prominent in Mexico and Argentina, and political postures adopted by writers included nationalism, Marxism and positivism. Realism was a tendency in the Arts. Some painters illustrated the life of poor people. Mexican Muralistas and developments in the theatre (Grotesque) could be presented as examples. In the USA, the response of churches to industrialization was important. In most countries there was a considerable improvement in education and scientific associations.

This question on a new syllabus section is likely to attract relatively few answers. As this is a new syllabus section, be flexible regarding choice of developments and sympathetic to analysis supported by examples.

[7 marks] and under for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis, or analysis with few specifics.

[11 to 13 marks] for more explicit analysis of features and impact.

[14 to 16 marks] for answers that are soundly focused and consistently analytical, although the analysis may not be fully developed.

[17+ marks] for answers showing detailed knowledge and insight into the main features and impact of a particular cultural or intellectual development of the period.

10. Compare and contrast the ideas of Booker T Washington and W E B Du Bois on improving the position of African-Americans in the United States.

Similarities: both were convinced of the need to alleviate the conditions of economic deprivation and discrimination that confronted African-Americans in the late nineteenth and early twentieth century. Both wanted to achieve political and social equality for African-Americans, and an end to discrimination and the denial of civil rights.

Differences: could include some of the following: Washington's stress was on education and economics, Du Bois's stress was on civil rights. Washington (1856-1915) believed that if African-Americans established a secure economic base by learning vocational skills then they could realize their goal of political and social equality. In contrast, Du Bois (1868-1963) argued that political and social rights were a prerequisite for economic independence; he founded the Niagara movement (1905) that demanded full civil rights for African-Americans and also helped found the National Association for the Advancement of Colored People in 1909.

Do not expect all the above, or equal treatment of the parts. The usual instructions apply for a comparative question. If focus is only on Washington or Du Bois, **[8 marks]** cannot be reached. A comparative structure will probably score better than end-on accounts.

[7 marks] maximum for unsubstantiated generalizations, or focus on only one named person.

[8 to 10 marks] for narrative accounts with implicit analysis, or analysis with few specifics.

[11 to 13 marks] for more explicit analysis of similarities and differences in their ideas, or end-on accounts with good linkage.

[14 to 16 marks] for well-structured comparative essays supported with relevant evidence, but in which the analysis is not fully developed.

[17+ marks] for answers showing effective comparative structure and detailed understanding of similarities and differences in their ideas. Answers at the top of this markband might include use of historiographical references.

11. Analyse the key developments of United States policy in Latin America in the period 1898 to 1936.

Answers should include analysis of some of the following: reasons and goals for US involvement in Spanish-American War; Platt Amendment; Roosevelt Corollary; Dollar Diplomacy; Wilson's moral diplomacy; Cuba's instability and US intervention; Good Neighbor Policy.

Note the time frame in the question; reward breadth as well as depth of analysis.

[7 marks] maximum for descriptive, general answers without specifics.

[8 to 10 marks] for factual accounts with implicit analysis or comment.

[11 to 13 marks] for better focus, showing some analysis of key developments.

[14 to 16 marks] for coherent and well-supported analysis of developments in US policy in Latin America, although not fully developed.

[17+ marks] for perceptive and well-developed analysis of key developments in US policy in Latin America in the period from 1898 to 1936.

12. “By the end of the 1920s the original objectives of the Mexican Revolution had been abandoned.” To what extent do you agree with this judgment?

Answers should clearly indicate some of the original objectives of the revolution, which included land redistribution, political democracy, new rights for labor, reduced foreign influence, and changes in the power and role of the Church. Analysis of happenings in the period 1910 to the end of the 1920s should lead candidates to adopt a position. Zapata and Villa's deaths weakened the peasants' movement, but the application of the Querétaro Constitution improved the general situation. The 1917 constitution may also be discussed.

Reward knowledge of the original objectives and well-supported assessment of the extent to which they had been abandoned by the end of the 1920s.

[7 marks] maximum for uncritical chronicles of the Mexican Revolution.

[8 to 10 marks] for descriptive accounts of the Mexican Revolution with implicit assessment, or coherent argument supported by limited material.

[11 to 13 marks] for narrative framework with explicit focus on the question, or analytical structure with adequate supporting knowledge.

[14 to 16 marks] for answers that are analytical, well-focused and developed, but which do not address all aspects of the question.

[17+ marks] for fully analytical and well-supported answers, making use of the different aims of the liberal reformers and peasant revolutionaries.

13. Examine the immediate and longer-term effects of the First World War on the economic and political development of Canada.

Economic development: immediate industrial growth and agricultural boom; Canadian wheat fed Allied armies; manufacturing sector expanded rapidly. War very costly; victory bonds and income tax; Canada emerged from war without debt; post-war unemployment.

Political development: the war weakened ties with Britain, changed Canada from colonial backwater to self-confident nation, brought international recognition at Versailles and in League of Nations, but divided Canada. Conscription crisis and “Khaki” election (1917) created long-lasting acrimony between English and French Canadians.

Reward coverage of immediate and longer-term effects, detail and balance.

[7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis, or undeveloped argument.

[11 to 13 marks] for more effective focus on immediate and longer-term effects.

[14 to 16 marks] for well-structured analysis of immediate and longer-term effects on economic and political development, although analysis may not be fully developed.

[17+ marks] for balanced and sharply focused answers, with detailed supporting evidence.

14. How, and with what success, did the government of any *one* country in the Americas try to solve the problems caused by the Great Depression?

Roosevelt’s New Deal will receive detailed attention, and the last period of Hoover’s administration is also relevant. Answers should show accurate knowledge of programmes in several areas such as agriculture, job creation, social reform and fiscal reform. Immediate and subsequent impact could be examined. Canada and Latin American countries may be selected too. Some features shared by them are incipient improvement in national industry in order to replace the importation of industrialized products, new international foreign trade, and political instability in some caused by government’s inability to manage the situation. Analysis of “with what success” could also examine generation of employment, influence of the Second World War, and progress of non-traditional sectors in Latin America.

Reward detailed knowledge, and critical analysis. Any country of the region is valid here.

[7 marks] maximum for vague accounts of general governmental measures.

[8 to 10 marks] for narrative with implicit analysis, or analysis supported by limited material.

[11 to 13 marks] for narrative with clear focus, or analytical structure with adequate detail.

[14 to 16 marks] for well-focused, informed explanations of “how” and “with what success”.

[17+ marks] for well-structured answers showing thorough coverage and insight.

15. Compare and contrast the ways in which Vargas and Perón maintained themselves in power.

Perón (1946-55, 1973-4) cultivated the support of the urban working and middle classes, expanding government expenditure in the wake of an export boom, nationalizing resources and companies, and gaining widespread support through social reforms. Vargas (1934-45, 1950-4) sought a conciliação based upon support from the army and major industrial groups. He also sought to modernize Brazil. Both were populist, authoritarian rulers. When opposition increased they used media and propaganda to manipulate public opinion. Both strongly influenced the education system, and oriented and used legislation to decrease opposition.

A comparative question, where the usual instructions apply: if only Vargas or Perón is addressed then **[8 marks]** cannot be reached. A comparative structure will probably score better than end-on accounts of ways in which they maintained themselves in power.

[7 marks] maximum for unsubstantiated generalizations or reference to only one leader.

[8 to 10 marks] for descriptive answers on two leaders, with implicit analysis.

[11 to 13 marks] for narrative framework with explicit attention to similarities and differences in how they maintained power, or analytical approach with adequate supporting detail.

[14 to 16 marks] for well-structured analysis with good supporting material.

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

16. Assess the effects of the Second World War on minorities in any two countries in the Americas in the 1940s.

The two countries most likely to be chosen are the United States and Canada. Answers will vary according to choice of country and minority. Effects were more adverse for some minorities than others. For Japanese-Canadians and Japanese-Americans, interned during the war, effects included denial of citizenship, economic hardship and family breakup. Mexican laborers found work in the USA, but encountered prejudice and discrimination.

Valid choices include ethnic, cultural, and religious minorities. Choice of two Latin American or two North American countries is acceptable. If only one country is addressed, the maximum is **[12 marks]**.

N.B. Credit for women should only be given if the answer has proved that they were a minority.

[7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive answers with implicit analysis of effects.

[11 to 13 marks] for more explicit assessment together with relevant supporting material.

[14 to 16 marks] for well-focused analysis of the war's effects on specific minorities in two countries, although the analysis may not be fully developed.

[17+ marks] for balanced and sharply focused answers, with detailed supporting evidence.

17. Analyse the impact of the Cold War on *either* Canada *or* Latin America in the period 1945 to 1960.

Latin America: any country can be used as a case study here. Some features are shared: increased involvement of military in politics, restrictive laws of political participation, strong influence of foreign interests – especially coming from the United States in order to control and forbid left wing activities and political parties. Increase of inter-American commitment.

Canada: coverage could include analysis of Canadian participation in the Korean War, involvement in NORAD and NATO, Lester Pearson’s suggestion of the UNEF at the time of the Suez Crisis, growth of strong ties with the United States but policy differences too.

[7 marks] maximum for unsubstantiated generalizations and general Cold War narratives.

[8 to 10 marks] for narrative accounts with implicit analysis of the impact of the Cold War.

[11 to 13 marks] for better focus, some explicit analysis and adequate supporting material.

[14 to 16 marks] for well-focused analysis of impact, although it may not be fully developed.

[17+ marks] for sharply focused assessment and detailed supporting evidence.

18. To what extent did domestic events lead to a political and social revolution during the post-Second World War period in *either* Guatemala *or* Nicaragua?

Guatemala: Arévalo, elected president in 1945, introduced new constitution and education reforms, and encouraged workers and peasants to organize. Reforms continued under Arbenz (1951-4) who nationalized lands, including those of the US-owned United Fruit Company. US-backed military coup in 1954 marked a turning point, restoring to power the military and agrarian elite, who thereafter crushed political opposition and civil rights for many years.

Nicaragua: Somoza regime, backed by USA for their anti-Communism, ruled dictatorially (1937-79). Economic benefits enjoyed mainly by big plantation owners, loyal elites and Somoza family. Guerrilla activity the only possible form of opposition. Sandinista National Liberation Front overthrew the Somoza regime in 1979. New revolutionary government (1979-90) sought a non-aligned foreign policy and socio-economic justice. Moving steadily towards a Cuban model, the Sandinistas sought to reform education, medical care and land ownership, but civil war with the Contras soon ruined the economy and reform programme.

Do not expect all the above, but do expect well-focused assessment for high marks.

[7 marks] maximum for general accounts of domestic events, or vague generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on “to what extent”.

[14 to 16 marks] for well-focused assessment, although it may not be fully developed.

[17+ marks] for answers showing sharp focus, detailed knowledge and depth of analysis.

19. Assess the successes and failures of the foreign policies of either Harry S Truman (1945-52) or Richard Nixon (1969-74).

Truman. Assessment of the successes and failures of his foreign policies could include reference to some of the following: the dropping of atomic bombs on Japan, containment, support for the Kuomintang in China, the Truman Doctrine, Marshall Plan, 1947 National Security Act, Berlin Airlift, creation of NATO, authorization of US involvement in Korea.

Nixon. Assessment could include reference to some of the following: détente, taking advantage of rivalry between China and USSR, recognizing People's Republic of China, visits to China (1971, 1972), SALT 1 (1969-72), Nixon Doctrine (1969), Vietnamization, US invasion of Cambodia and Laos, bombing of North Vietnam, Paris Peace Accords (1973) and US withdrawal from Vietnam.

[7 marks] maximum for vague or unsubstantiated generalizations.

[8 to 10 marks] for accurate narratives with implicit assessment or some comment.

[11 to 13 marks] for more explicit assessment.

[14 to 16 marks] for well-focused, detailed analysis of the successes and failures of the foreign policy of one of the presidents, although not all aspects may be addressed.

[17+ marks] for perceptive analysis, possibly including use of different interpretations.

20. In what ways, and for what reasons, did the civil rights movement in the United States make significant progress in the period 1950 to 1964?

In what ways. Answers could include reference to some of the following: Brown versus Board of Education (1954), Montgomery bus boycott (1955), federal troops sent to Little Rock to enforce school desegregation (1957), freedom riders and student sit-ins forced desegregation of some public facilities, March on Washington (1963), Civil Rights Acts (1957, 1960, 1964).

For what reasons. Factors mentioned could include activism after Second World War, the Cold War, growth of an urban African-American middle class, influence of television and other media, organizations for political mobilization of African-Americans, leadership of Martin Luther King Jnr, Presidential support, and the Vietnam War.

For high marks expect both “in what ways” and “for what reasons” to be addressed effectively, though this does not mean that the answer must be divided into two parts.

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

[8 to 10 marks] for narrative with implicit analysis, or argument with limited support.

[11 to 13 marks] for explicit analysis and adequate supporting material.

[14 to 16 marks] for well-focused analysis and detail, although analysis not fully developed.

[17 to 20 marks] for sharp focus, balance, thorough analysis and well-selected evidence.

21. **“Their domestic policies brought significant improvements to the lives of many people in the United States.” To what extent do you agree with this verdict on the domestic policies of *either* Lyndon B Johnson (1963-68) *or* Ronald Reagan (1981-88)?**

Johnson: long association with civil rights and in 1964 proposed the ‘Great Society’ programme of domestic reform. Also sought to unite the nation after Kennedy’s assassination. Escalation of the Vietnam War led to a society tearing itself apart, but he also left a legacy of anti poverty and welfare legislation that was the direct personal product of his presidency.

Reagan: sought to raise prosperity through income tax cuts, increased employment, reduced spending on social services and a substantial growth in GDP. Economic boom occurred, assisted by a decline in world commodity prices, deregulation, and heavy military spending as well as tax cuts. By the late 1980s, however, there was a huge budget deficit, serious economic recession and it was clear that tax cuts had mainly benefited the rich.

Do not expect all the above, but assessment and detailed knowledge needed for high marks.

[7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for informed narratives with implicit assessment or some comment.

[11 to 13 marks] for more explicit focus on the impact of one president’s domestic policies.

[14 to 16 marks] for well-focused assessment and knowledge of the extent to which policies brought significant improvement, although all aspects may not be addressed.

[17+ marks] for sharp focus, impressive detail and perceptive analysis.

22. **Analyse the short-term and longer-term consequences for Cuba between 1959 and 1995 of Castro’s rule.**

Analysis of short-term consequences could include reference to agrarian reform, US embargo, nationalization of foreign companies, and attitude towards opposition. Analysis of longer-term consequences could include changes in health and education system, migration, efforts to further social equality and continuing economic problems.

Reward answers that deal with the consequences of reliance on USSR patronage as well as the consequences of the US embargo, and analyse consequences into the 1980s and 1990s.

[7 marks] and under for unfocused narrative accounts of the Cuban Revolution.

[8 to 10 marks] for narrative accounts with implicit or undeveloped analysis of consequences.

[11 to 13 marks] for more explicit focus and adequate supporting material.

[14 to 16 marks] for good analysis of short- and longer-term consequences for Cuba of Castro’s rule, although not all aspects may be addressed.

[17+ marks] for sharp focus, detail, insight and perhaps reference to different interpretations.

23. What domestic problems did Canada face in the 1960s, and how successfully were they resolved?

Major problems confronting Canada in the 1960s included conflicts between French and English-speaking Canadians, separatist demands, the persistence of regionalism, and the impact on Canada of the unequal partnership between Canada and the United States.

For high marks expect breadth and effective evaluation of extent to which problems were resolved.

[7 marks] maximum for unsubstantiated generalizations and general narratives.

[8 to 10 marks] for knowledge of problems but limited breadth and little assessment.

[11 to 13 marks] for more explicit analysis and relevant supporting detail.

[14 to 16 marks] for good awareness of domestic problems and well-supported assessment of how successfully they were resolved, although the analysis may not be fully developed.

[17+ marks] for showing sharp focus, depth and detail. Answers at this level may pursue assessment into the 1970s and beyond (for example, renewed separatist demands, founding of Bloc Québécois in 1990, narrow defeat of the separatists in 1995 referendum).

24. In what ways, and for what reasons, did women's role in society change after 1945? Support your answer with specific examples from one or more countries in the region.

Many doors previously closed to women opened after 1945, but did not open easily. Specific examples could include: women in industry and business, education at all levels, social services and the military. Details of how and why their role changed as a result of the war and other factors are critical. Causes of change that might be mentioned include the Second World War increased access to education, artificial contraception, civil rights movement, feminist writers and campaigners such as Betty Friedan, Gloria Steinem, *etc.*

Award high marks for detailed and well-structured explanations of how and why women's role in society changed after 1945.

[7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for narrative or descriptive accounts with implicit or undeveloped analysis, or coherent argument supported by limited material.

[11 to 13 marks] for explicit analysis and adequate supporting material.

[14 to 16 marks] for well-focused explanation of how and why women's role has changed since 1945, although the analysis may not be fully developed.

[17+ marks] for sharp focus, consistent analysis, and depth and breadth of coverage, perhaps including reference to economic, social and political hurdles and barriers.

25. Analyse the aims and impact of *two* of the following regional agreements: Pacto Andino; NAFTA; Mercosur.

Pacto Andino: signed in 1969 between Bolivia, Colombia, Ecuador, Peru, Venezuela and Chile (left in 1977, rejoined 1990). Aims: to enhance economic cooperation, and the economic competitiveness of its members relative to the more developed economies of Latin America, by eliminating tariffs between members. Impact: some progress in economic cooperation, but weakened by the withdrawal of Peru in 1992 and border war between Ecuador and Peru in 1995.

NAFTA: in operation since January 1994 (Canada, Mexico and the USA), it emerged from the free trade area between Canada and the USA, effective from January 1989. Aims: to create a free trade area between member states through the phasing out of tariffs and other barriers on the exchange of goods, services and investments. Impact: aroused fears in USA that it would lead to export of US jobs to Mexico; not all tariffs eliminated.

Mercosur Treaty: established in 1990 by Argentina, Brazil, Paraguay and Uruguay. Aims: to increase international trade, technological cooperation, and industrial complementation. Member states committed themselves to construct a customs union with a common external tariff by the end of 1994, and to move to a fully-fledged common market in subsequent years. Impact: rapid rise in trade in early years; trade between members rose from \$3.7 billion in 1991 to \$15.6 billion in 1995.

Generally, trade increased but implementation of the agreements damaged some national industries. Investment looked for best markets. Not all tariffs were eliminated, and sometimes the adjustments required for their implementation had social costs, mainly on the poor sectors.

Do not expect all the above, and do not demand balanced coverage except for top marks. Maximum of **[12 marks]** if answers address aims and impact of only one regional agreement.

[7 marks] maximum for unsubstantiated generalizations and vague general accounts.

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

[11 to 13 marks] for narrative with explicit focus on aims and impact, or analytical approach showing adequate supporting knowledge.

[14 to 16 marks] for well-focused analytical answers supported by appropriate knowledge, although the analysis may not be fully developed.

[17+ marks] for sharply focused, fully analytical answers with detail, insight and perhaps reference to different interpretations.
