



# **MARKSCHEME**

**May 2005**

**HISTORY – AMERICAS**

**Higher Level**

**Paper 3**

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1. **Compare and contrast the reasons for the establishment of slavery in *two* areas of the Americas.**

Candidates can use any two case studies of their choice. Common issues identified might include

- to establish a clear title of the land
- to reduce labour force costs in the colonies
- to increase the profitable trade of slaves
- to solve the problems caused by the limited number of white settlers.

Differences between North and South America might include

**North America:** the head-right system (land should be parceled out according to the availability of labor to cultivate it) and the indentured system had troubles as time passed by. Slavery was to be the solution from the seventeenth century onwards.

**South America and the Caribbean Islands:** Spanish disdain for manual labour. Also the Crown came to favour a missionary policy of evangelization. Nevertheless, what brought the slavery question to a head in these territories was the arrival of European diseases. It was estimated that the death toll was between a third and a half of the Indian population. From the second half of the sixteenth century onwards, slavery rapidly developed.

A comparative structure is likely to score higher than sequential accounts of slavery in two areas. If candidates write about slavery in only one area **[8 marks]** cannot be reached as the demands of the question have not been addressed.

**[8 to 10 marks]** for narrative accounts with implicit comparison of reasons for establishing slavery.

**[11 to 13 marks]** for more explicit comparison and contrast of reasons.

**[14 to 16 marks]** for well-focused analysis of reasons for the establishment of slavery in two areas of the Americas, although the analysis might not be fully developed.

**[17+ marks]** for detailed knowledge and thorough analysis of reasons in a comparative framework.

2. **“Wars of Independence in the Americas were primarily caused by political grievances.” To what extent do you agree with this view? Support your answer with detailed reference to any *one* war of independence in the period 1775 to 1824.**

**English America.** After the French and Indian Wars, “Salutary neglect” gave way to a policy of placing the colonies under strict British political and economic control. New measures included Navigation Acts, new taxes, Western land policy, the Quartering Act, *etc.* Opposition emerged, criticizing “taxation without representation” and calling for self-government, with taxes imposed only by elected colonial legislatures.

**Spanish America.** Spanish colonies had achieved a high degree of economic diversity and independence. The reforms of the Spanish Bourbons, designed to raise revenues for the crown, threatened the *status quo*. The creation of new viceroyalties, restructuring of commerce and trade, increases in taxes and attacks on Church property created major discontent. Mexico can be used as an example of war that started with a social agenda – not to give more to lower classes: Haitian revolution unique in starting with a slave rebellion.

Answers will vary in their judgments: reward all well-supported analysis and do not expect all the above.

**[0 to 7 marks]** for unsupported general comments.

**[8 to 10 marks]** for denial or agreement supported by limited material.

**[11 to 13 marks]** for narrative framework with explicit focus on the question.

**[14 to 16 marks]** for well-focused argument showing sound knowledge of causes.

**[17+ marks]** for thorough evaluation of claims to be the primary cause of the chosen war.

**3. Analyse the main problems facing the United States under the Articles of Confederation (1781). How far did the United States Constitution (1788) solve them?**

**Problems.** Absence of legislative and taxation powers and, in particular, of any executive authority. Answers might also include reference to the interstate tariff wars, boundary conflicts (*e.g.* Virginia and Maryland) and the worthlessness of various state currencies.

**How far.** Answers should assess the success of the Constitution in solving the earlier problems. Issues discussed could include the division of powers between the Senate and the House of Representatives in Congress; the separation of a popularly elected executive President from the Legislature; and the establishment of the Supreme Court of Justice to arbitrate in cases of dispute between the executive and legislature.

Maximum of **[12 marks]** if only one part of the question is addressed.

**[0 to 7 marks]** for unsubstantiated generalizations.

**[8 to 10 marks]** for narratives of problems and the Constitution, with implicit analysis.

**[11 to 13 marks]** for more explicit focus on problems and how far they were solved.

**[14 to 16 marks]** for structured focus, balance and detail: analysis not fully developed.

**[17+ marks]** for thorough analysis of problems and the extent to which the Constitution solved them, showing detail and insight.

4. Analyse the main arguments of
- (a) those who supported slavery
  - (b) those who opposed slavery.

**Arguments of those who supported slavery** included: economic prosperity of particular areas depended upon slavery (*e.g.*, the entire Southern economy of the USA); slavery was sanctioned by the Bible, according to Thomas Dew and others; the slave system provided for the social well-being of all; slaves would be cruelly exploited if they were free.

**Arguments of those who opposed slavery** included: it was morally wrong, contradicted religious teachings; resulted in cruel and inhuman treatment of slaves and families; degraded slave owners; violated democracy as it was established in the Declaration of Independence. Credit reference to relevant specifics, *e.g.* the views of William Lloyd Garrison *etc.*

As the question does not specify an area, accept answers that focus on either the United States or Latin America or both. The arguments cover social, economic, political, religious and humane issues. Reward well breadth and/or depth of coverage allied to sound analysis.

*[0 to 7 marks]* for unsupported general arguments.

*[8 to 10 marks]* for narrative accounts showing implicit awareness of the arguments.

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

*[14 to 16 marks]* for well-focused, detailed analysis: not all aspects may be addressed.

*[17+ marks]* for thorough, perspective, balanced analysis of the main arguments on both sides. The best answers may also show awareness of historical debate about the topic.

**5. “Abraham Lincoln’s leadership was the main reason why the Union won the Civil War.”  
To what extent do you agree with this claim?**

In agreement, it can be argued that Lincoln deserves primary credit for the Union’s victory because he kept the North from succumbing to internal divisions and war weariness, defined overall strategy and identified the generals best qualified to defeat the enemy. Further supporting points could include pushing the military into operations that sapped the South’s resources, the Emancipation Proclamation and the Gettysburg Address. Alternatively, candidates may emphasize the importance of other factors, *e.g.* economic and military – the North’s superior manpower, equipment, sea power which enabled it to maintain a naval blockade of the South, greater industrial power, good supply of raw materials, better transportation lines, and population of about 22 million against the South’s 9 million. Credit relevant argument and do not expect all the above.

*[0 to 7 marks]* for general narratives only partly related to the question.

*[8 to 10 marks]* for narratives with implicit analysis of reasons for the Union’s victory.

*[11 to 13 marks]* for narrative framework with explicit focus on the question’s demands.

*[14 to 16 marks]* for analytical, well-focused answers: not all aspects may be addressed.

*[17+ marks]* for thorough, perceptive assessment of Lincoln’s contribution to the victory.

**6. Why were many Canadian provinces initially opposed to Confederation, and why did some of them join the Confederation in 1867 sanctioned by the British North America Act?**

**Why many initially opposed.** Focus here is on the Maritimes, British Columbia and French Canada. Reasons for opposition were different for each. Maritimes feared being swamped by “the Canadas” and that they would lose their local self-government; British Columbia felt isolated; French Canada feared for its “particular rights”, financial arrangements, culture, *etc.*

**Why some joined in 1867.** Reasons why support for confederation intensified include the need for improvements in transport, British influence, and the proximity of the United States which led to both fear and emulation. Strong answers may explain the influential roles of Cartier, John A Macdonald, Tilley (who supported confederation in New Brunswick), and Tupper (Nova Scotia’s premier 1864-7). For reference only, the provinces that did not join until later were Manitoba 1870, British Columbia 1871, Prince Edward Island 1873, Saskatchewan 1905, and Newfoundland 1949.

*[0 to 7 marks]* for limited descriptive accounts.

*[8 to 10 marks]* for undeveloped argument or descriptive accounts with implicit explanation.

*[11 to 13 marks]* for more explicit focus on reasons for opposition and for joining.

*[14 to 16 marks]* for analytical, focused, balanced answers: not all aspects may be addressed.

*[17+ marks]* for fully analytical, balanced, thorough and detailed explanations of reasons.



**7. In what ways, and to what extent, did the building of railroads stimulate economic activity in the Americas in the second half of the nineteenth century?**

**In what ways.** Railroads stimulated bridge building, telegraph development, land sales and, by moving goods and people cheaply over great distances, the exploitation of natural resources, growth of specific industries such as cattle and coffee, large-scale manufacturing and independent markets. In North America, railroads transformed agriculture and spurred regional concentration of industry and the growth of investment banking. In Latin America, they stimulated development of resources and the formation of modern export-economies.

**To what extent.** In the USA cheap transportation had a revolutionary effect on agriculture and stimulated a great expansion of coal, iron and steel production. The days of isolation and self-sufficiency disappeared; frontiersmen became businessmen. In Canada and Latin America too, railroads transformed the exploitation of natural resources. In Latin America in particular this would also lead to economic dependency on the USA.

Given the question’s wording, answers may vary in scope from focus on the Americas to one or two case studies. In all instances reward well good structure and relevant knowledge.

*[0 to 7 marks]* for narrative on the role of railroads.

*[8 to 10 marks]* for narrative with implicit attention to “in what ways” and “to what extent”.

*[11 to 13 marks]* for more explicit attention to the structure of the question.

*[14 to 16 marks]* for focused, well-substantiated answers; not all aspects may be addressed.

*[17+ marks]* for detailed knowledge, sharp focus and thorough analysis and assessment.

**8. Compare and contrast the aims of education in any *two* countries of the region, in the period 1850 to 1919.**

Any two countries of the region can be accepted. Best answers will address some (not necessarily all) of the following in order to compare and contrast: governmental policies towards education such as education designed to develop a sense of nationalism, especially in countries receiving significant immigration; education as the great “equalizer” in order to consider social aspects and opportunities; education for the promotion of democracy, or social control; public or private education; education for all, or some; gender and religious issues.

Do not expect all of the above. If education in only one country is addressed, **[8 marks]** cannot be reached as the demands of the question have not been addressed.

**[0 to 7 marks]** for generalized narrative/descriptive accounts.

**[8 to 10 marks]** for narrative/descriptive accounts, with implicit comparison of aims.

**[11 to 13 marks]** for more detailed knowledge about what governments or private institutions were looking for through education, with some explicit comparison.

**[14 to 16 marks]** for detailed knowledge establishing clear criteria of comparison and contrast between the two countries chosen; not all aspects may be addressed.

**[17+ marks]** for fully analytical, balanced answers showing detailed knowledge and thorough analysis in a comparative framework.

**9. What were the aims of the Progressives, and to what extent were they achieved by 1920? Support your answer with specific examples from one *or* more countries of the region.**

Expect answers to focus mainly or entirely on the United States.

**Aims.** Answers could include reference to some of the following: political aims – women’s suffrage, direct election of senators, curbing powers of political bosses, democratizing governing institutions; economic aims – progressive taxation, economic controls, corporate regulation; social aims – prohibition of drugs and alcohol, health and safety legislation.

**How successful.** Measures that could be discussed include: political reforms – women’s suffrage, referenda, direct primaries; social reforms – child-labour laws, consumer protection laws, labor laws affecting women and workers’ compensation laws.

A maximum of **[12 marks]** if only one part is addressed. Note that the wording of the question allows candidates to focus on one or more countries of the region.

**[0 to 7 marks]** for general descriptive accounts.

**[8 to 10 marks]** for descriptive accounts with implicit attention to aims and extent.

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

**[14 to 16 marks]** for sound knowledge and assessment: not all aspects may be addressed.

**[17+ marks]** for sharply focused, balance and well-substantiated coverage of aims and extent.

**10. “The Spanish-American War of 1898 was a turning point in relations between the United States and Latin America.” To what extent do you agree with this statement?**

Most answers are likely to agree that the war was a turning point. The war, it can be argued, signalled the emergence of the US as a great power and a move towards imperialism. The Monroe Doctrine opposed colonization of independent nations in the western hemisphere. The war, however, led to a US overseas empire: Spain ceded Puerto Rico and Guam to the US, and gave the US title to the Philippines. With the disappearance of the American West frontier, the US sought room to grow. The Roosevelt Corollary (1904) was used to justify armed intervention in Colombia, Cuba, Dominican Republic, Honduras, Nicaragua and Panama. Adherence to the Monroe Doctrine was replaced by the Corollary, Big Stick and Dollar Diplomacy, bringing a new relationship between the US and Latin America. Reward well-substantiated argument but do not expect all the above.

*[7 marks]* and below for inadequate general answers or vague, inaccurate comments.

*[8 to 10 marks]* for undeveloped arguments or narratives with implicit assessment.

*[11 to 13 marks]* for fuller argument or narrative framework with some explicit attention to the war as a turning point in relations between the US and Latin America.

*[14 to 16+ marks]* for well-focused assessment supported with relevant detail: marks will depend on depth and detail of assessment on the war being a turning point in relations.

**11. Compare and contrast the views of Booker T Washington (1856-1915) and Martin Luther King Jnr (1929-68) on the advancement of African-Americans.**

**Similarities.** Both were profoundly concerned to improve the position of African-Americans. Both advocated a non-violent approach to the attainment of African-American rights, Washington through vocational, practical education, King through peaceful protest. Both could be said to have moderate views on the issue of segregation.

**Differences.** Washington believed in the importance of non-political, self-sufficient development of African-Americans communities. He 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 his Atlanta Compromise (1895) he argued the need for education and the futility of challenging the system. Martin Luther King believed in achieving change through non-violent direct action, mobilizing the community to challenge segregation laws in the South through non-violent marches, demonstrations, boycotts, sit-ins, freedom rides, and also through voter registration drives.

Do not expect all the above. If candidates write about the views of only one of the leaders, *[8 marks]* cannot be reached as the demands of the question have not been addressed.

*[8 to 10 marks]* for sequential accounts of the two leaders with implicit analysis of their views.

*[11 to 13 marks]* for more explicit analysis of similarities and differences in their views.

*[14 to 16 marks]* for well-focused, analytical answers: not all aspects may be addressed.

*[17+ marks]* for sharp focus, structured comparison, detailed knowledge and insight.

**12. How successful were both moderates and radicals in achieving their aims in the Mexican Revolution by the end of the 1920s?**

Even though the revolution was a violent process during the first decade, moderates and radicals can be identified and candidates could define them according to their own criteria. Different perspectives are acceptable. Some candidates might consider the depth of political, social or economic changes to establish the criteria.

Candidates should identify what they consider to be the aims of moderates and radicals. Answers will probably refer to institutions (the Army, Church and government), leaders (*e.g.* Madero, president 1911-13; Huerta, president 1913-14; Carranza, president 1917-20; Obregón, president 1920-4; Calles, president 1924-8; Zapata and Villa), political instability, procedures for access to power, changes established by the 1917 constitution, land distribution, policies concerning natural resources, respect for law in general, *etc.*

Do not expect all the above. Note the time frame and reward all well-substantiated analysis.

*[0 to 7 marks]* for general narratives.

*[8 to 10 marks]* for descriptive accounts of internal differences in the revolution with some implicit analysis.

*[11 to 13 marks]* for more explicit analysis of aims and achievements.

*[14 to 16 marks]* for detailed knowledge of aims and achievements, and explicit analysis, probably not totally balanced.

*[17+ marks]* for sharply focused, detailed, balanced answers. Critical conclusion is expected.

13. With reference to *one* country of the region, analyse the causes of the Great Depression and assess the political impact of the Great Depression on that country.

**Causes.** For the US, answers could include analysis of some of the following: stock market speculation, margin buying, price rigidity, overproduction of consumer goods, shrinking foreign markets, weak farm economy, government policies, global economic problems. For other countries, causes include conditions in the US and their impact on the hemisphere.

**Impact.** Answers will vary according to the country selected. The most general trend was the end of a *laissez faire* approach and an increase in government participation in the economic life of the nation – and also the political life in some countries. Impact can be illustrated in detail with reference to specific changes in the chosen country, *e.g.* details of increased federal powers, action and agencies in the US.

Maximum of **[12 marks]** if only one part of the question is addressed.

**[0 to 7 marks]** for general narratives of the Depression.

**[8 to 10 marks]** for narratives of the Depression with little, or mainly implicit, analysis.

**[11 to 13 marks]** for focused comments on causes and political impact of the Depression.

**[14 to 16 marks]** for analytical, focused, balanced answers: may not address all aspects.

**[17+ marks]** for thorough analysis of both the causes and political impact of the Depression in the country selected, showing detailed knowledge and insight.

**14. In what ways, and for what reasons, did the relationship between Canada and Britain change between 1900 and 1939?**

**In what ways** could include reference to the growing sense of nationhood, changes in the economic relationship during the First World War and Depression of the 1930s, participation at the Paris Peace Conference and Imperial Conferences, Statute of Westminster (1931) and Canada's declaration of war in 1939.

**For what reasons** could include reference to some of the following: the impact of the First World War on both countries, the changing world economic situation, Canada's growing national consciousness and political awareness, and the policies and influence of Borden (Canada's prime minister 1911-20) and Mackenzie King, Canada's longest serving prime minister (1921-6, 1926-30 and 1935-48).

*[0 to 7 marks]* for unsupported general comments.

*[8 to 10 marks]* for a general overview of the relationship between Canada and Britain.

*[11 to 13 marks]* for more explicit attention to how and why the relationship changed.

*[14 to 16 marks]* for well-focused, analytical answers: not all aspects may be addressed.

*[17+ marks]* for answers that show depth, breadth, balance and insight in their explanation of how and why the relationship changed between 1900 and 1939.

- 15. Explain why liberalism had become discredited in Latin America by the 1930s. Answer with reference to *one* country of the region.**

Whichever country is selected by candidates they will probably mention that some of the following were important concerns in Latin America: the replacement of individualism by a socially integrated community under the guidance of the state, the need to reclaim the natural resources to Latin Americans from foreigners, and a rejection of the materialistic and utilitarian outlook fostered by capitalism in favour of an authentic national culture. Among the urban classes, nationalism was forged into a political weapon against the traditional oligarchies. New left-wing political parties arose unless the small size of the industrial workforce limited their impact. *Indigenismo* was another anti-liberal ideology. It could take left or right-wing forms and could be itself imbued with corporate and authoritarian ideas as well. The significance of the First World War may also be examined.

Do not expect all mentioned above for a good answer.

**[7 marks]** maximum for generalizations on liberalism in the period.

**[8 to 10 marks]** for narratives of the changing reputation of liberalism with implicit explanation.

**[11 to 13 marks]** for more explicit explanations.

**[14 to 16 marks]** for detailed knowledge of the evolution of liberal ideas, successes and failures in the country chosen, plus understanding of the influence of the historical context.

**[17+ marks]** for sharp focus, depth and detail, with clear and precise management of specific evidence in order to explain in detail the reasons for discredit by the 1930s.



16. Analyse the aims and achievements of *one* populist leader in Latin America in the first half of the twentieth century.

Answers will vary according to the choice of leader. Vargas, Perón and Cárdenas could be possible choices. Castro, who came to power in 1959, is **not** a suitable choice.

**Vargas's aims** included seeking popular support and power, restoring federal unity in the early 1930s, increasing centralization and modernizing Brazil. **Achievements** included restoring federal unity, securing power (provisional president 1930-4, president 1934-45 and 1950-4), establishing the *Estado Novo*, and modernizing the country in various ways.

**Perón's aims** included securing support and power, reducing foreign influence in the country's economy, and building a "New Argentina" with social justice and economic prosperity. **Achievements** included creating a broad political alliance, election as president (1946, 1951), nationalizing foreign controlled docks *etc.*, introducing social justice measures and 5-year economic plans, rise in GDP 1946-8, paying off foreign debt (1947).

**Cárdenas's aims** included renewal of agrarian reform and development of the Partido Nacional Revolucionario (PNR). **Achievements** included successfully modeling land reform on traditional Indian modes of tenure (*ejido*), reforming the PNR into the Partido de la Revolución Mexicana (PRM/PRI) in 1938, and creation of one of the largest state-owned companies in Latin America, PEMEX (Petróleos Mexicanos).

Credit analysis of foreign policy and also relevant use of material that looks beyond 1950, but do not expect it, and do not expect all of the above.

**[0 to 7 marks]** for generalised descriptive accounts.

**[8 to 10 marks]** for descriptive accounts with implicit attention to aims and achievements.

**[11 to 13 marks]** for more explicit focus and some analysis of aims and achievements.

**[14 to 16 marks]** for well-focused, more detailed analysis of aims and achievements.

**[17+ marks]** for sharp focus, depth and detail. Answers at this level may define "Peronism" and "corporatism" as well as "populist" if the selected leader calls for them.

**17. With reference to *one* country of the region, evaluate the impact of the Second World War on the economy and on minority groups.**

Impact on the economy and on minority groups will vary according to the country selected. Most probable choice of country is the US. Evaluation of **impact on economy** could include reference to wartime industrial expansion and boom that brought final recovery from the Depression and confirmed US rise to world dominance. For Canada, the war led to expansion and diversification of manufacturing, discovery and development of new resources, and modernization of transportation systems, but also increased dependency on US investment. In Latin America, impact was much affected by extent of involvement in the war. In general terms, the war stimulated import-substituting industrialization (ISI) and economic nationalism. Evaluation of **impact on minority groups** could include effects on ethnic or religious minorities, *etc.*, including conditions of work.

*[12 marks]* maximum if the answer focuses on only one aspect.

*[7 marks]* and below for unsubstantiated generalizations or inaccurate comments.

*[8 to 10 marks]* for undeveloped arguments, or narratives with implicit analysis of impact.

*[11 to 13 marks]* for more explicit attention to impact on the economy and minority groups.

*[14 to 16+ marks]* for well-focused, balanced and substantiated answers, with marks depending on the depth and detail of the evaluation of impact.

**18. In what ways, and with what results, did the Cold War influence relations between *either* Latin America *or* Canada with the United States in the period 1945 to 1957?**

**Canada** did not participate in the Berlin Airlift but security concerns led her to join the US and Britain in the formation of NATO, to participate in the Korean War (1950-3) and in NORAD (North American Air Defence Command), established in 1957 to integrate the defence system of Canada with that of the US. The Cold War influenced collaboration and cooperation with the US, but uneasiness about US power was always present.

**Latin America.** Concern over events in Europe led to US foreign policy tending to neglect Latin America after 1945, though the trend towards hemispheric cooperation was evident in the formation of the Organization of American States (OAS) in 1948. Increased US concern led to a policy of opposition to left wing activities and political parties in the 1950s. One result was the overthrow of the Arbenz government in Guatemala in 1954. Intervention and economic aid to prevent the spread of communism in the region were to be more extensive after the Cuban Revolution, so note the question's time frame.

*[7 marks]* and below for unsubstantiated generalizations, or vague, inaccurate comments.

*[8 to 10 marks]* for undeveloped explanation, or Cold War narrative with implicit analysis.

*[11 to 13 marks]* for better focus on how the Cold War influenced relations, and the effects.

*[14 to 16+ marks]* for well-focused, developed, balanced answers, with marks depending on the depth and detail of the explanation of “in what ways” and “with what results”.

**19. “The Vietnam War had a disastrous effect on the presidencies of both Lyndon B Johnson and Richard Nixon.” To what extent do you agree with this statement?**

The Vietnam War certainly had a disastrous effect on the presidency of **Johnson**. The economic cost of the war led eventually to the derailment of his Great Society Program. The cost in lives and the increasing opposition to the war after the Tet Offensive led to a loss of public support culminating in LBJ’s decision not to run for re-election in 1968.

The effect on the presidency of **Nixon** is less clear-cut. He exploited dissatisfaction with the war to win the 1968 presidential election. His pledge of a “new Vietnam policy” and “peace with honour” contributed to a landslide victory in 1972. On the other hand, the secret bombing of Laos and Cambodia, growing anti-war sentiment and violent protest adversely affected his popularity. But it was the investigation of the Watergate Scandal that proved disastrous for his presidency. He resigned (August 1974) to avoid impeachment.

The question invites assessment. Reward well all well-substantiated, reasoned argument.

*[0 to 7 marks]* for generalized descriptive accounts.

*[8 to 10 marks]* for descriptive accounts with implicit focus and analysis.

*[11 to 13 marks]* for more explicit focus on the effects of the war on the two presidencies.

*[14 to 16 marks]* for focused, developed, balanced answers: not all aspects may be addressed.

*[17+ marks]* for fully analytical, detailed assessments of the effects of the Vietnam War on the two presidencies, including what proved disastrous for each of them.

20. Compare and contrast the Cold War policies of *two* of the following US presidents: Harry S Truman (1945-53); Dwight D Eisenhower (1953-61); Ronald Reagan (1981-9).

**Similarities.** Policies were determined by a strong anti-communist stance; support was given to alliances to contain communism (Truman: NATO; Eisenhower and Reagan: NATO and SEATO); support was given to regimes facing a communist threat (Truman Doctrine and Marshall Plan; Eisenhower Doctrine; Reagan’s policy of military and economic support); use of intervention (*e.g.* Truman and Eisenhower in Korea, Reagan in Grenada).

**Differences.** Use might be made of some of the following: Truman and containment, Eisenhower and “roll back”, Reagan and Strategic Defense Initiative (SDI); Truman drew back from use of nuclear weapons in the Korean War whereas Eisenhower implied a threat to use them to end the war; the strain of trying to maintain military parity with Reagan’s SDI policy was a key factor in the collapse of the USSR and ending of the Cold War.

If candidates write about the Cold War policies of only one of the presidents, **[8 marks]** cannot be reached as the demands of the question have not been addressed.

**[8 to 10 marks]** for sequential accounts of two presidencies with implicit comparison.

**[11 to 13 marks]** for more explicit comparison of Cold War policies of two presidents.

**[14 to 16 marks]** for comparative structure and well-supported reasoned argument.

**[17+ marks]** for running comparisons of foreign policies, showing detail and insight.

**21. Evaluate the impact of Black Power on the civil rights movement in the United States during the second half of the 1960s.**

In 1966 Stokely Carmichael advocated that the civil rights movement redefine itself by the concept “Black Power”, by which he meant that African-Americans should create their own base of political, economic and social power independent of – and separate from – whites. **Evaluation of impact** could include use of some of the following: Black Power provided a focus for those who questioned the ideals of peaceful change in co-operation with whites, were disillusioned with the continuation of racism after the legal victories of 1964 and 1965, and wanted a more radical policy. It led to a schism in the movement; many whites turned against the civil rights movement. It highlighted that the movement had not brought economic improvements to many African-Americans, particularly in the North; it increased cultural awareness among many African-Americans. It also meant that the issue of civil rights now included *de facto* segregation and discrimination in the North and West. Answers are likely to refer to the Black Panthers, Black Muslims and Malcolm X, but do not expect all the above.

*[0 to 7 marks]* for general narratives.

*[8 to 10 marks]* for narratives with implicit assessment of the impact of Black Power.

*[11 to 13 marks]* for better focus on the impact of Black Power on the civil rights movement.

*[14 to 16 marks]* for well-focused assessment of impact, though not fully developed.

*[17+ marks]* for thorough evaluation of Black Power’s impact, showing detail and insight.

**22. For what reasons, and with what results for the economy of Cuba, did Castro become ruler of Cuba?**

**For what reasons.** Answers could include use of some of the following: Batista’s ruthless and corrupt dictatorial rule; revolutionary potential of the island; Castro’s leadership, including success of guerrilla tactics and pragmatic content of his campaign; evaporation of support for Batista, and his flight to the Dominican Republic.

**With what results.** Analysis of effects on the Cuban economy could refer to some of the following: introduction of Marxist-Leninist programme; agrarian reform; overthrow of US economic dominance, including nationalization of many US firms; US trade embargo; USSR patronage; continuing economic problems, exacerbated by collapse of the USSR.

Do not expect all the above. Answers may focus on immediate results, long-term results, or both. Whatever the approach, expect well-substantiated analysis for high marks.

*[7 marks]* and below for unfocused narratives of the Cuban Revolution.

*[8 to 10 marks]* for narrative accounts with implicit attention to reasons and results.

*[11 to 13 marks]* for better focus on reasons and results, and adequate supporting material.

*[14 to 16+ marks]* for well-focused analysis of reasons for Castro replacing Batista and the effects on the economy, with marks depending on balance, depth and detail of the analysis.

**23. Analyse the main political and economic developments in Canada during the period 1960 to 1990.**

**Political.** The start of the period coincides with Diefenbaker’s Canadian Bill of Rights. Separatist demands and the debate about the role of Quebec within the Canadian Confederation are likely to receive much attention. Answers that cover the whole period of the question may include reference to the formation of Parti Québécois in 1968, the 1980 Quebec Referendum and the founding of the Bloc Québécois in 1990.

**Economic.** Analysis of developments could include the positive and negative contribution made by foreign investment and transnationals, with some weighing of the contribution to employment, prosperity and development of resources against increased dependency on US investment in Canadian natural resources and control of much of her manufacturing.

Look for analysis, and compliance with the time frame of the question.

*[7 marks]* and below for unsubstantiated generalizations or inaccurate comments.

*[8 to 10 marks]* for undeveloped analysis of political and economic developments.

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

*[14 to 16+ marks]* for well-focused, balanced analysis of the main political and economic developments in Canada 1960 to 1990: marks will depend on detail and depth of analysis.

**24. In what ways, and to what extent, did the role and status of women change in *one* country of the region during the twentieth century?**

Any country in the Americas will be acceptable. Answers may include reference to some of the following: change of role and status in private and public life; access to education, work opportunities and other circumstances assisting change; generation and participation in movements and public demonstrations in search of equal rights (social and political); differences in relation to geographical aspects (urban centres or rural regions). Candidates may focus on generalizations or selected individuals to substantiate their line of argument, but descriptive biography will not fulfil the requirements of the question. Reward specific relevant knowledge focused on the question.

*[7 marks]* maximum for unsubstantiated generalizations about changes during the century.

*[8 to 10 marks]* for narrative/descriptive accounts of major changes resulting from important events such as the First and Second World Wars. Perhaps some attempt at discussion.

*[11 to 13 marks]* for some detailed knowledge on change of role and status and some explicit discussion of “to what extent”.

*[14 to 16 marks]* for focused, well-informed, balanced answers: not all aspects addressed.

*[17+ marks]* for detailed, well-structured answers that address very effectively both how and to what extent the role and status of women changed in one country in the Americas during the twentieth century.

**25. Assess the main obstacles faced by American countries in order to achieve full implementation of *two* of the following: Pacto Andino; NAFTA; Mercosur.**

**Pacto Andino:** signed in 1969 between Bolivia, Colombia, Ecuador, Peru, Venezuela and Chile (left 1977, rejoined 1990). Weakened by withdrawal of Peru (1992) and war between Ecuador and Peru (1995). **Mercosur:** (Common Market for the Southern Part of America), established in 1990-91 by Argentina, Brazil, Paraguay and Uruguay. **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.

Whichever pacts are selected by the candidate, American countries had to solve similar situations in order to achieve full implementation. These included: adaptation of local regulations to regional/international regulations at minimum social and political costs; overcoming rigid or traditional structure of production – sometimes with strong internal/local opposition; concealing national and regional conditions of the labour force and bargaining with trade unions; maintaining national currency stability in order to accomplish signed commitments, *etc.*

Not all the above coverage is required for a good answer. **[12 marks]** maximum if the answer focuses on only one agreement.

**[7 marks]** maximum for unfocused accounts of the selected agreement.

**[8 to 10 marks]** for narrative/descriptive accounts of the selected agreements, with some reference to obstacles to implementation.

**[11 to 13 marks]** for more explicit focus on obstacles to implementation.

**[14 to 16 marks]** for well-focused, developed answers on obstacles to implementation, although not all aspects may be addressed.

**[17+ marks]** for sharp focus and detailed assessment of the main obstacles to achieving full implementation.

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