

MARKSCHEME

May 2006

HISTORY – AMERICAS

Higher Level

Paper 3

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1. **Compare and contrast the main features of the administration of British and Spanish colonies by the middle of the eighteenth century.**

For comparison: economic policies were, in theory, the same.

For contrast: the application of these policies.

Economic: both used the economic policy of mercantilism but its application was different. The Spanish government had strict, rigid and restrictive regulations for commerce, production and trade and enforced them. The British, on the other hand, although in theory they also had significant restrictions, in practice followed a policy of salutary neglect which was beneficial to England and to its policies. By and large, the trade and navigation acts that were harmful to colonial trade were not enforced.

Political: the Spanish crown had direct government of the local communities, while the British allowed its American colonies a certain degree of self-rule. Spain carried out a rigid control of immigrants into the colonies which restricted anyone not born in Spain or non-Catholic. The British, however, did not have significant immigration restrictions, and observed religious toleration.

Native Americans: their policies toward the native Americas were also different. The Spaniards allowed intermarriage with the Native Americans and later with Africans. Their policy was one of assimilation. In British North America, the lines between European and natives were clearly drawn and their approach was one of annihilation or, driving them out of the settled areas. In Spanish America the natives were considered subjects of the Spanish Crown and the authorities enforced conversion to Christianity. No such provision existed in the North American colonies.

Candidates may earn credit for answers that deal with the time frame prior to the 1750s but to earn top marks the mid-eighteenth century should be addressed.

[0 to 7 marks] maximum that can be achieved for vague generalizations.

[8 to 10 marks] could be awarded for narrative accounts with implicit analysis of similarities and differences.

[11 to 13 marks] for more explicit analysis of similarities and differences.

[14 to 16 marks] for answers that are focused, well structured, consistently analytical and supported by accurate knowledge.

[17+ marks] could be reached for answers that address similarities and differences in a direct, focused manner, with detailed analysis of specific situations. The strongest answers may offer comparisons showing depth and insight.

2. Evaluate the relative impact of economic measures and political ideas, in promoting independence in *two* colonies of the region.

For both colonial powers, Spain and Britain, the Seven Years' War brought changes in their policies. While Spain gradually loosened the rigid economic controls in its colonies, Britain changed to strict enforcement of the laws. Britain's decision to tax the colonies brought the colonists together and was a significant cause of friction. Spain's reorganization of trade and commerce, which gradually loosened the previous rigid controls, promoted greater regional self-consciousness, opened new economic opportunities, and aggravated the long-standing animosities between Creoles and Peninsulares.

In both British America and Spanish America the leaders of the protest movements against colonial powers were attracted to and educated in the ideas of the Enlightenment. In British America one of the most influential thinkers was John Locke. His stress on natural rights would provide a rationale for the American Revolution and later for the basic principles of the US Constitution. In Spanish America the ideas of Voltaire, Rousseau, and Montesquieu and, later the ideas on the United States Declaration of Independence, and the French Revolution had a profound impact on the leaders of the independence movements.

Although there were other causes that can be mentioned, focus should be on economic measures and political ideas, and an assessment of their relative impact is necessary.

The thirteen British colonies should be treated as one. Brazilian and/or Haitian independence are also acceptable choices.

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

[8 to 10 marks] for narrative of the causes of independence with implicit or underdeveloped arguments.

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

[14 to 16 marks] for coherent and well-structured answers supported by appropriate factual knowledge, although assessment may not be fully developed.

[17+ marks] for focused, well-argued answers, with detail and insight.

3. Why did the Articles of Confederation fail to provide strong government?

The Articles established a confederation with a weak central government. The fundamental weakness of any confederation is that power resides in the individual members, not in the central government. Answers should include analysis of most of the following: the government under the Articles was a loose confederation of states; it had one vote in Congress for each state; two-thirds vote (9 states) in Congress for all important measures; laws were executed by committees of Congress; no Congressional power over trade; no Congressional power to levy taxes; no federal courts; unanimity of states for amendment; no authority to act directly upon individuals, and no power to coerce states.

[0 to 7 marks] maximum for generalized answers without specific examples.

[8 to 10 marks] for narrative with implicit analysis, or arguments 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 is not fully developed.

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

4. “The nineteenth century did not bring Latin America the order and prosperity that the liberators had hoped for.” With reference to *two* or more countries, to what extent do you agree with this judgment?

This judgment is mostly valid. In most of the new states, decades of civil strife and economic stagnation followed the passing of Spanish and Portuguese rule. The wars of independence created economic, political and social chaos. The discipline previously maintained by the Spanish administrators had gone. No significant middle class had yet emerged, to provide stability, and there was no organized public opinion. In the cities the Creole elite took control of the government and drew up liberal constitutions and laws which they were unable to enforce, since the idealist’s theories conflicted with the real state of the affairs to which they were to be applied. As lawlessness increased, effective political power went into the hands of personal leaders – caudillos, who in many cases had led armies in the wars.

Assessment and detailed knowledge needed for high marks.

[0 to 7 marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit assessment or some comment.

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

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

5. For what reasons and, in what ways, did supporters of slavery in the nineteenth century use legal, religious, and economic arguments in its defence?

Reasons: Pro-slavery arguments became more militant by the mid-1830s as a result of events in the South, such as the Nat Turner uprising in 1831 which terrified the southerners. There was also an economic incentive when the expansion into the Deep South – which had begun to be seen as unprofitable – now became lucrative again. Events in the North – such as growth of the abolitionist movement and writings – also contributed to them.

Ways: Ideological arguments stated, “slavery was a positive good”: good for the slaves because slaves needed the guidance of the white masters. Slaves were better off – better fed, clothed, housed, secure – than northern factory workers. Slavery was also “good” because it was the only way in which the two races could live together, it was good for the entire country because the southern economy was the prosperity of the nation. Racist assumptions about the inferiority of blacks, sustained by “scientific” arguments were also used. Such assumptions were used also on moral and religious grounds. Because African-Americans were inferior, it argued, they needed to be protected and guided in their spiritual needs. Slavery, in their view, was the way to preserve American traditions and values which were being replaced in the North by greed and corruption as its labour system demonstrated. Some of the legal measures include: southern postmasters refused to deliver antislavery mail, the imposition the “gag rule”; the Dred Scott Decision. The Supreme Court endorsed the proslavery decisions that Congress had no authority to forbid slavery in the territories and that the Constitution guaranteed the existence of slavery; that slaves were not citizens; and that slaves were the property of others.

Although the specific markscheme examples are applicable to the United States, answers using other nations are also acceptable.

Do not expect all of the above. If only one part of the question is addressed, the maximum is **[12 marks]**. For high marks answers must address both the reasons and the ways effectively.

[0 to 7marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit assessment or some comment.

[14 to 16 marks] for explanation of reasons and ways with relevant knowledge and sound analysis although all aspects of the questions may not be addressed.

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

6. Assess the relative strengths of the North and the South at the beginning of the United States Civil War in 1861.

At the beginning of the war both North and South had their relative advantages: it was only as the Civil War drew on that the advantages of the North became clear.

Advantages of the South: Expected to be able to rely on cotton exports to sustain them and British recognition and support; they were fighting in their own territory and there were no obvious targets for the North to attack; they were fighting a defensive war to protect their way of life and motivation and determination was higher in the South than in the North; the conviction that southern men were more suited to a military campaign because they were farmers thus better soldiers than factory workers; a strong military tradition, the slavery system meant that a greater proportion of men from the South could fight without having a detrimental effect on agricultural production.

Advantages of the North: Superiority of numbers, population of the northern states was 22 million, in the south 9 million and they refused to use slaves as soldiers; an economy that controlled most of the banking and capital of the country; railroads to supply and transport; domination at sea and the North could blockade the South; in Lincoln and in the Republican and Democratic parties it had experienced politicians with a strong popular base. The South did not have a strong central government with strong popular support, the South's ideology of states' rights was a liability of the Confederacy government.

The question does not require an account of the causes of the Civil War, nor why the North won. However, if candidates address that issue it could merit some marks providing that both North and South strengths are discussed. Answers must use a comparative structure.

[0 to 7 marks] is the maximum that can be achieved for vague generalizations.

[8 to 10 marks] could be awarded for narrative accounts with implicit analysis of relative strengths.

[11 to 13 marks] for more explicit analysis and comparison.

[14 to 16 marks] for answers that are focused, well structured, consistently analytical and supported by accurate knowledge.

[17+ marks] could be reached for answers that address similarities and differences in a direct focused manner, with detailed analysis of specific factors. The strongest answers may examine different interpretations.

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

Focus on Maritimes, (New Brunswick, Prince Edward Island, Nova Scotia, Newfoundland) British Columbia and Canada East (French Canada). Reasons are different for each: Maritimes – closer ties to Europe than United States and Canada, fears about trade and concerns of political domination by the larger provinces; British Columbia – isolation from the Canadas; Canada East – feared for its “particular rights”; financial arrangements; culture, *etc.*

Answers should focus on negative aspects, not on a narrative of how Confederation came about, although some of this will be necessary and helpful. Marks may also be awarded for recognizing that there were diverse opinions with the provinces regarding confederation.

[0 to 7marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit assessment or some comment.

[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 sharp focus, clear assessment and perceptive analysis and detail.

8. Explain why there was a high level of immigration into *one* country of the region, in the second half of the nineteenth century.

Immigration, to any country, can be seen as a combination of factors: reasons why they wanted to leave their homeland and reasons why they selected the country where they settled.

Why people left: Socio-economic changes at home; religious, political and racial persecution, economic problems.

Why people selected a specific country: Economic opportunities, direct recruitment from the country’s agents, toleration, influence of relatives and friends, developments in transport.

Answers will vary according to the selected countries. Focus should be on the reasons why the immigrants came, not on impact of the immigrants. Specific understanding of the immigrant conditions: *e.g.* Europeans, Asians *etc.* should be displayed.

[0 to 7 marks] is the maximum that can be achieved for unstructured generalizations.

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

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

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

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

9. Analyse the main literary trends in *two* countries of the region between the 1850s and 1920s.

Some of the literary currents that emerged in the region at this time were: romanticism, nationalism and modernism. Candidates may also identify sub-currents such as naturalism, realism, and positivism sometimes complementing, sometimes contradicting the basic currents. What is more significant is to identify that the literature of the period began to explore national themes. Romanticism was an attempt to develop literary independence by breaking with classical traditions and adopting as their models the great French and English writers of the romantic school. There are many authors who could be discussed, each one reflecting their own country's national experiences.

Two countries from the Americas should be selected and the analysis should be focused on the time period of the question.

If only one country is discussed mark out of **[12 marks]**.

[0 to 7 marks] is the maximum that can be achieved for answers that show lack of knowledge about the issues.

[8 to 10 marks] for narrative discussions but showing an understanding of the topic.

[11 to 13 marks] for informed, well-developed arguments with limited examples.

[14 to 16 marks] for coherent and well-structured answers, which show relevant and specific knowledge about particular trends.

[17+ marks] for analysis that is well focused and well supported with relevant specific examples.

10. Explain how and why the position of African Americans improved in United States society between 1877 and 1945.

The question requires an explanation of the position of African Americans in US society during the period and what they did to try to improve their position. Even if the Civil War may have brought an end to slavery, it did not bring civil, political and social equality for African Americans. In the South, where most African Americans lived, African Americans had been forced into a position of second-class status by the Jim Crow laws, which introduced legal segregation in public facilities. They were also barred from voting by a variety of methods. These actions received support from the US Supreme Court, which upheld segregation in a number of court cases in the 1890s. These actions were supplemented by the use of terror and intimidation such as the Ku Klux Klan.

Faced with these conditions, African Americans reacted in a number of ways. Three African Americans offered different ways of dealing with the situation. In the last quarter of the nineteenth century, the dominant figure was Booker T Washington who advocated social advancement at the expense of civil and political equality. In the first decade of the twentieth century, his views were challenged by W E B Du Bois, who dismissed Washington's acceptance of civil and political inferiority. In 1910 he helped to found the National Association for the Advancement of Coloured People (NAACP). The NAACP fought, primarily through the legal system, to gain civil rights. In the 1920s, Black Nationalism was supported by Jamaican-born Marcus Garvey. He supported the idea of black separatism in US society. In the 1930s and 1940s, A Philip Randolph, a trade union leader, became a voice in the search for greater rights. During the New Deal era (1933-45), important gains were made in federal employment by African Americans.

One of the most significant developments by African Americans was the "Great Migration". Beginning with the First World War, tens of thousands left the south to move north. By 1945, cities such as Philadelphia, Chicago and New York had large African American populations.

Good answers require more than an account about Booker T Washington's and W E B Du Bois' positions.

[0 to 7 marks] is the maximum that can be awarded for vague generalizations.

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

[11 to 13 marks] for informed, well-developed arguments with some explicit analysis.

[14 to 16 marks] for coherent and well-structured answers which show relevant knowledge and analysis

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

11. **“The main aim of Franklin Roosevelt’s policy towards Latin America (1933-45) was to improve relations between the two regions.” Assess the validity of this statement.**

Some of the issues that can be mentioned as efforts to improve relations in Roosevelt’s Good Neighbor Policy are: his concerns for hemispheric cooperation; some of the diplomatic conferences (Buenos Aires Conference, 1936; Lima Conference, 1938; Panama, 1939; Havana, 1940) but most significant the Montevideo Conference Pact 1933 which agreed not to interfere in the internal and external affairs of other Latin American states. In 1934 the Platt amendment was removed, and he withdrew the occupation troops from Haiti. In 1938, after Mexico nationalized the oil companies, Roosevelt did not intervene and tried to settle matters peacefully. Another aspect of his policy was the effort to achieve reciprocal trade agreements as a means of increasing trade in the area. Non-intervention, however, had its limits. In 1933 in Cuba the radical Grau San Martin came to power. With the active support of the American ambassador and under the threat of an American warship in Havana harbour, Fulgencio Batista overthrew San Martin. Batista became a dictator but was supported because he encouraged American investment and was anti-communist.

For high marks **[12 marks]** and above, candidates should make an assessment of the claim providing a solid rationale and evidence.

[0 to 7 marks] is the maximum that can be achieved for answers that are based on generalizations or that, by using a different time frame, show a lack of knowledge about the topic.

[8 to 10 marks] for answers that provide evidence of knowledge about Roosevelt’s policy but do not provide pertinent examples.

[11 to 13 marks] for answers that display knowledge and some examples but do not deal with all of the issues.

[14 to 16 marks] for answers that display knowledge, provide examples and address the significant issues effectively.

[17+ marks] for answers that fulfil all the requirements of the above markband and display and use knowledge of different interpretations.

12. Examine the major stages of the Mexican Revolution (1910-20) and explain the programmes of *three* of the most important leaders.

The major stages of the Revolution were: the liberal revolution of Madero (1910-13); the counter-revolution by Huerta (1913-14); the Constitutionalist's struggle for power (1914-15) and the rule of Carranza (1916-20). Candidates may select the programs of Madero, Villa, Zapata or Carranza or any other leader **only until 1920**. Obregon, Calles and Cardenas are not included within the time period.

Stages are not clearly defined. The above-mentioned stages are examples thus any clear divisions can be accepted. If only one part of the question is answered mark out of **[12 marks]**. Accounts of the causes of the revolution are not required except if they are used as a background to support an answer.

[0 to 7 marks] is the maximum that can be achieved 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 stages and programmes.

[14 to 16 marks] for answers that clearly address the requirements of the question.

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

13. Analyse the main developments in Canada's economic relations with the United States in the first half of the twentieth century.

There is a great deal of material to cover in this question. Candidates should strive to cover the period in a balanced way. Canada became increasingly tied to the US market in natural resource sales; US corporations built plants and bought out Canadian firms and invested heavily in Canada. Canada became an increasingly important market for the US goods. Mention should be made of the economic integration with the United States.

Although media, culture, *etc.* have economic facets this should not be the focus of the answer.

[0 to 7 marks] is the maximum that can be achieved for vague generalizations.

[8 to 10 marks] can be reached by descriptive accounts with implicit analysis.

[11 to 13 marks] can be reached with some explicit analysis.

[14 to 16 marks] will be awarded to focused, well-structured analysis.

[17+ marks] can be reached by answers which demonstrate an in-depth knowledge of the topic, and well-structured analysis.

14. Analyse the causes of the Great Depression in *one* country in the Americas.

This is an opportunity for candidates to write about their own country. The United States probably will figure in the majority of the answers. Students discussing countries in Latin America must avoid simplistic answers such as “the Great Depression in the United States caused the depression in”

For high marks, this question requires background analysis of the economic and/or political systems of the country under consideration. For Latin America analysis of export-import models of economic growth, dependency and their effects could earn high marks. For Canada the Great Depression began before the stock market crash with drought and overproduction on the prairies; credit buying; trade imbalances and tariffs. All these factor contributed to the destabilization of the national economy.

Reward detailed knowledge and critical analysis.

[0 to 7 marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for informed answers with more explicit analysis.

[14 to 16 marks] for coherent and well-structured answers which show relevant knowledge and analysis.

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

15. For what reasons, and by what means, did either Perón or Vargas obtain power?

The reasons for Perón's rise to power can be found in the discontent of the Argentines with the Concordancia governments (1932-43). These governments were characterized by political fraud and economic growth. However, economic growth, achieved by significant dependency on the British, continued the traditional export-import economic model and served to a large extent the interests of the estanciero elite and foreign business. Politically, the Concordancia did not satisfy the urban middle classes or the now numerous and active trade unions. The early 1940s saw a rise of cultural and economic nationalism. The cultural nationalism of the intellectuals denounced the intervention of Britain in Argentine affairs, and found an echo among the ordinary citizens of Argentina, particularly in Buenos Aires. The outbreak of the Second World War gave further impulse to nationalism and extended to economic affairs. Nationalists argued for a policy of state led industrialization to produce the goods that could no longer be exported and to lessen the economy's reliance on exports. The critical impulse, however, came with the conversion of the armed forces to economic nationalism as a result of a dispute with the USA over a pan-American alliance against the Axis powers. In 1943 the armed forces overthrew the government. Among the junior officers in the new regime was Perón, who as minister of labour and later as vice-president of the military government built up a power base from which he launched a nationalistic project for Argentina.

During 1943-5 Perón's strategy for gaining power was to appeal to the urban classes, especially the workers, against the estancieros and foreign business. He launched an intense nationalist campaign and used his position as labour minister to introduce significant welfare measures for the workers and as vice president to give benefits to junior officers. An additional political asset for Perón was Eva Perón. Evita, a populist of great charisma among the workers, helped to bring the popular masses to Perón. In the presidential elections in 1946 Perón won with 54 % of the votes, in the cleanest elections in Argentina.

The reasons for Vargas' rise to power can also be found in the political and economic conditions of Brazil. The politics of Brazil from 1889-1930 was an arrangement known as "café au lait", an alliance between the coffee elites of Sao Paulo and the cattle barons of Minas Gerais and the armed forces. The capacity for other states to rebel against the system was limited because of the support of the armed forces and because the export economy worked fairly well. By the 1920s, however, a powerful nationalism emerged and political parties and intellectuals began to challenge the coffee-export economy and called for an end to manipulated elections and end of economic dependency. It was the Wall Street Crash of 1929 that broke the alliance. The coffee elites were able to dominate national politics because they were the chief earners of foreign exchange. But the Crash led to the collapse of world demand for coffee. By the presidential elections of 1930 the social and economic conditions of the country made the alliance unworkable. When the election took place a new figure emerged to challenge the alliance, Getulio Vargas. The governor of Rio Grande do Sul ran for the presidency and, in a questionable election, lost. When violence and public disturbances occurred, the military deposed the elected president and installed Vargas as provisional president.

Vargas ruled Brazil from 1930 to 1954, relinquishing office only once in 1945-50.

Do not expect all of the above, but answers should respond to the two parts of the question. If only one part is addressed mark out of **[12 marks]**.

[0 to 7 marks] is the maximum that can be achieved for general answers that lack accurate and relevant knowledge.

[8 to 10 marks] for answers with relevant arguments but limited evidence.

[11 to 13 marks] for answers with relevant and well supported arguments but limited analysis.

[14 to 16 marks] for answers where the demands of the questions are effectively addressed but not all the aspects are fully developed.

[17+ marks] for answers that fulfil all the above requirements and demonstrate a high level of conceptual ability and understanding of the topic.

16. Why did the United States become involved in the Second World War?

Some of the issues that can be discussed are: Americans sympathy for the British; Roosevelt's belief that what happened to Britain could affect Americans security; a Europe controlled by Nazi Germany would not only be bad for American trade but it also represented a strategic threat; the naval policies developed by the United States; fight against tyranny; deteriorating relations between the United States and Japan after the attack on Pearl Harbor.

A straightforward question. Reward knowledge and consistent use of supporting evidence.

[0 to 7 marks] is the maximum that can be achieved for vague generalizations.

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

[11 to 13 marks] for informed, well-developed arguments but more explicit analysis.

[14 to 16 marks] for coherent and well-structured answers which show relevant knowledge and analysis.

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

17. Analyse the relations between the United States and *either* Canada *or* one country in Latin America, between 1945 and 1965.

Latin America. Strong candidates may discuss the basic “neglect” of the US foreign policy toward Latin America after 1945 and its concern with the events in Europe, although the trend for hemispheric cooperation, as illustrated by the formation of the OAS, should be included. Latin America became the focus of concern for the US after the Cuban Revolution in 1959.

The Cold War brought a closer relationship with the US, with two major developments: economic aid to prevent spread of Communism (such as the Alliance for Progress) and US support for dictatorial regimes when the US considered that it was the only alternative to disorder and possible revolution. Virtually all of South America fell under such regimes. Some examples that can be used are: Peru 1962; Brazil 1964, Argentina 1962 and 1966.

Canada’s relations with the US became one of collaboration and cooperation. Their initial perceptions toward the Cold War seemed very close to those of the US, although uneasiness about US power and actions emerged later. Concerns for the country’s security led Canada to join Britain and the US in the formation of NATO, in which it became an important member. Canadian Cold War policies were a mixture of caution and self-interest (no participation in the Berlin airlift; a share of offshore procurements under the Marshall Plan) but cooperation was the rule. However, conflict and disagreements were sometimes present such as in the NORAD agreements and US demands; Cuba in 1962; the nuclear warheads controversy; and the Vietnam War.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for answers showing understanding of the question but limited analysis and evidence.

[11 to 13 marks] for answers which are focused and well structured in their arguments but do not consider all the implications.

[14 to 16 marks] for well structured, focused answers.

[17+ marks] for answers which address all the aspects in the previous markband and display a very good understanding of the historical context by analyzing the relations in a detailed way.

18. Compare and contrast the causes of *two* revolutionary movements in Latin America after 1945.

Answers will vary according to the selected countries. The most probable examples are: Cuba, Guatemala, Nicaragua, and Chile. Each has their own particular causes but some similarities to be taken into account might be: economic problems, political repression, foreign intervention, appeal of Marxism, political corruption and inequalities. Differences: leadership.

If only one country is discussed award a maximum of **[7 marks]**.

Answers should use a comparative framework.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for narrative accounts with implicit comparison of causes.

[11 to 13 marks] for more explicit comparisons of causes.

[14 to 16 marks] for answers with a comparative structure and well supported arguments.

[17+ marks] for running comparisons showing depth and insight.

19. Assess the successes and failures of the foreign policies of *either* Eisenhower (1953-1961) or Kennedy (1961-3).

Assessment of successes and failures of Eisenhower's foreign policies could include reference to some of the following: the "New Look" policy and massive retaliation; increase of covert operations (Iran 1953, Guatemala 1954); Cuba; Korean armistice and division of Vietnam; SEATO; the Suez Crisis 1956; the Eisenhower Doctrine; relations with the Soviet Union; the Hungarian revolt 1956; the Berlin Crisis 1958; the U-2 incident 1960.

For Kennedy: Assessment could include reference to some of the following: the Bay of Pigs invasion 1961; the Berlin Wall 1961; the Cuban missile crisis 1962; the Flexible Response; South East Asia.

[0 to 7 marks] maximum for vague answers 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 success and failures of the foreign policy of one of the presidents, although not all the aspects may be addressed.

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

20. For what reasons, and in what ways, did the Civil Rights movement in the United States become more radical between 1965 and 1968?

For what reasons: some African Americans argued that racist attitudes and institutions were too deeply entrenched in American society for integration to work. Despite the Civil Rights Acts of 1964 and 1965, young African Americans, particularly in the North, were losing patience with the slow progress toward equality and the continued violence against their people by white extremists. The Kerner Commission, a federal investigation of the riots of the mid sixties, agreed with them. It concluded that racism and segregation were chiefly responsible and that the United States was becoming “two societies, one black, one white – separate but unequal.” The issue of civil rights had spread far beyond de jure segregation practised under the law in the South and now included de facto segregation and discrimination in the North and West.

In what ways: the civil rights movement changed from the early sixties emphasis on integration and non violent tactics to a more radical movement in the late sixties and early seventies with emphasis on cultural identity, black nationalism, separatism and self improvement. Examples of the first phase of Civil Rights: Martin Luther King’s leadership and philosophy, sit-ins, freedom rides; the March on Washington (1963); March to Alabama (1965). Examples for the second phase: Black Muslims and Malcolm X’s advocacy of self-defence using black violence to counter white violence. Black Power and the Black Panthers; race riots which erupted in black neighbourhoods of major cities from 1964 through 1968.

Candidates should address the two parts of the question. If only one part is addressed the maximum that can be achieved is **[12 marks]**.

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

[8 to 10 marks] maximum will be awarded for descriptive accounts with comments and argument based on barely sufficient material.

[11 to 13 marks] for more explicit analysis but a not too well developed “why” and “how”.

[14 to 16 marks] according to depth and detail, these marks will be scored for focused analysis and good supporting knowledge.

[17+ marks] for well-balanced, argued and analytical answers showing insight and depth.

21. **“By the late 1960s it seemed to many Americans that the forces of chaos and radicalism were taking control of the nation.” To what extent did the domestic policies of *either* Richard Nixon (1969-74) or Jimmy Carter (1977-81) address this situation?**

Both presidents attempted to deal with the social unrest by different means: Nixon: the New Federalism; the Southern Strategy; the Burger Court; Carter: the “populist” image; his “moral and spiritual crisis” approach. Nixon and Watergate might be used as an example of the circumstances of the time; however, it cannot be considered as a “domestic policy”. Reward knowledge about the policies and solid arguments.

[0 to 7 marks] maximum for answers that are vague or unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for well-focused, detailed analysis of how one president attempted to deal with the issues although not all the aspects may be addressed.

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

22. **Analyse the policies introduced by Canada with respect to *two* of her minorities in the twentieth century.**

Candidates can write about French Canadians, native peoples (Inuit) or Asian Canadians in British Columbia in the early twentieth century, or the internment of Asian Canadians during the Second World War. Answers will probably focus on the post-1950 period including the Quiet Revolution, bilingualism and attempted accords.

If only one minority is discussed mark out of *[12 marks]*.

[0 to 7 marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for informed, well-developed arguments but more explicit analysis.

[14 to 16 marks] for coherent and well-structured answers which show relevant knowledge although analysis may not be fully developed.

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

23. In what ways, and to what extent, did the foreign policy of Ronald Reagan (1981-1989) affect the Cold War?

Reagan began his presidency determined to restore the military might and superpower prestige of the United States and to intensify the Cold War competition with the Soviet Union. He labelled the Soviet Union “the evil empire” and was prepared to use military force to back up his rhetoric. During his second term, however, he proved flexible enough in his foreign policy to respond to significant changes within the Soviet Union and its satellites in Eastern Europe.

Increased spending for defence and aid to anticommunist forces in Latin America were the hallmarks of Reagan’s approach to the Cold War. Some of the issues that can be mentioned are: military build up; the defence budget grew from \$171 billion in 1981 to over \$300 billion in 1985. He proposed to build up new weapons systems and the Strategic Defence Initiative (SDI) called “Star Wars” by its critics. In Central America, Reagan supported “friendly” right wing dictators, and supported and worked to overthrow Marxist regimes such as the Sandinistas in Nicaragua. Despite this approach, Reagan was also prepared to talk about arms control, and tensions with the Soviet Union eased after Mikhail Gorbachev became the Soviet leader in 1985. Although meetings in Geneva in 1985 and Reykjavik in 1986 produced no real agreements in arms, in 1987, they signed the Intermediate-range Nuclear Forces Treaty (INF). This was a major achievement as, for the first time, there were to be actual reductions in weapons.

Some credit Reagan’s military build up with forcing the Soviet Union into a position where it simply could not afford to carry on trying to keep up with the United States. Others argue that a major factor in this period was that the relationship between Reagan and Gorbachev had become very productive. Reagan realized that Gorbachev was truly looking for a better relationship with the West, and Reagan was more willing to compromise than his talk about the “evil empire” implied. Relations continued to improve with a visit by Reagan to Moscow in 1988.

Answers should address in a balanced way the demands of “in what ways and to what extent” but do not expect all the above. High marks might be awarded for historiography although it is not a specific demand.

[0 to 7 marks] maximum for answers that are vague or unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis .

[14 to 16 marks] for well-focused, detailed analysis of how the president attempted to deal with the issues although not all aspects of the question may be addressed.

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

24. Compare and contrast the progress made by women since 1945 in *two* countries in the region.

Answers to these questions will vary according to the selected countries. Specific evidence should be used to support the arguments. Interesting examples will be the United States, Canada, Argentina, and 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 progress such as participation in politics, elected officials, corporate executives, *etc.*, but general material on changes and opportunities are acceptable also and could obtain marks in the high bands.

For high marks compare and contrast should be addressed although allow more development in one part than the other.

If the progress made by women since 1945 is discussed with reference to only one country, award a maximum of **[7 marks]**.

[0 to 7 marks] maximum for general answers without specific examples.

[8 to 10 marks] for narrative accounts with only implicit analysis and limited evidence.

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and good supporting evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, insight and evidence.

25. To what extent was the Organization of American States (OAS) successful as a mediator in hemispheric conflicts 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 migration 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.

[0 to 7 marks] is the maximum that can be achieved for unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth and insight.
