



MARKSCHEME

November 2008

HISTORY – AMERICAS

Higher Level

Paper 3

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1. **“Economic gain was the main reason for the administration of the American colonies.”**
With reference to *one* colony in the area, to what extent do you agree with this statement?

Answers will vary according to the selected colony. This statement might be considered valid only to a certain extent. In any of the colonies’ religious, economic and social issues were involved and the three were very significant. However accept arguments that only accept the economic aspect if they are very well sustained and argued and if the possibility of others has been considered but in the candidate’s view they are not as significant.

[0 to 7 marks] for inadequate general answers.

[8 to 10 marks] for descriptive accounts and undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question but limited examples and analysis.

[14 to 16 marks] for an analytical account with detail, although not all aspects may have been considered.

[17+ marks] for fully analytical and relevant answers with detailed insights and perceptive comments.

2. **To what extent were the wars of independence caused by colonial policies? Support your answer with reference to *one* war of independence between 1775 and 1824.**

English colonies:

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 colonies:

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.

Portuguese colonies: the reforms of Pombal resembled those of the Bourbons in Spain, and had similar effects.

French colonies: a significant result attributable to the political changes brought about by the French Revolution was the slave revolt in the French part of Haiti in 1791. Haiti became an independent state in 1804.

Answers will vary in their judgments; reward all well-supported analysis and do not expect all the above, but “to what extent” should be addressed.

[0 to 7 marks] for unsupported general comments.

[8 to 10 marks] for denial or agreement but 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. “Compromise was the essential factor in the creation and ratification of the United States Constitution.” To what extent do you agree with this statement?

Candidates should look at the formative discussions/plans presented at the Constitutional Convention, highlighting their differences, which may include a discussion of the New Jersey and Virginia Plans. They may then address the compromises that were reached to achieve the final product; including the Connecticut Plan / Great Compromise that established the legislative structure: the Slave Trade and Commerce Compromise; the Three-fifths Compromise; and individual agreements within the structure of the government (executive and judicial). Candidates may address the Bill of Rights as a compromise between Federalists and Anti-federalists in order to gain support for ratification even though these are amendments and not segments of the initial document. This should be seen as an acceptable interpretation of the question.

The candidate should not be required to include all of the examples to score at the upper mark level.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts detailing different plans and compromises with implicit analysis.

[11 to 13 marks] for more focus on specific compromises and explicit assessment.

[14 to 16 marks] for structured analysis with some detail which clearly addresses the issue of compromise.

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

4. Assess the impact of sectionalism on the movement for Confederation in Canada between 1850 and 1867.

Candidates could use regional development, both politically and ethnically to address the basis for sectionalism and its impact on trade and governance in British North America. Major political party policies and differences, development of the railroad, east-west versus north-south trade (including the issue of reciprocity), French-English rivalry, and the Maritimes concern of being politically overwhelmed by their larger neighbours are examples of issues that may be utilized in the formulation of this answer. Candidates should be able to connect the issues they have developed for sectionalism directly to reasons for the need to implement Confederation.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of sectional issues and their role in the Confederation process.

[11 to 13 marks] for more explicit focus and assessment examining the connection between sectionalism and Confederation.

[14 to 16 marks] for structured analysis with some detail of sectional issues and their connection to Confederation.

[17+ marks] for balanced and sharply focused answers, providing detailed supporting evidence from a variety of sectional issues and their clear connection to Confederation.

5. To what extent, and for what reasons, were slave rebellions more numerous in Brazil than in the United States?

To what extent: well informed candidates will probably answer to a “large extent” and discuss some of the slave revolts in the US (*e.g.* Nat Turner, D. Vesey, G. Prosser) as opposed to quilombos in Brazil, rebellions in Bahia and other examples.

For what reasons: differences in climate, frontiers, length of slave trade in Brazil, characteristics of slavery.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative with implicit assessment of extent and reasons.

[11 to 13 marks] for explicit focus and knowledge.

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

N.B. If only one part of the question is answered mark out of [12 marks].

6. How successful were the federal government’s Reconstruction policies between 1865 and 1877?

Examples of policies that the candidates may include are the Civil Rights Acts of 1866, 1870 and 1875; the Freedmen’s Bureau Act; the thirteenth, fourteenth and fifteenth amendments; the First (Military) and Second Reconstruction Acts; the Force Acts and the Amnesty Act. The candidates may also refer to Supreme Court cases representative of the issue, for example United States versus Cruikshank. It will be necessary for the candidates to identify policies and then refer to their success in the areas of the country where they were implemented. Some candidates may split their judgment, identifying success in the earlier portion of the time frame and less success toward the end of the 1870s. The best candidates will establish a criteria for “success” on which to base their judgment. It is not necessary for all of the above information to be included in the essay in order for it to achieve high marks.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of Reconstruction policies with implicit analysis.

[11 to 13 marks] for more explicit focus on specific policies and assessment of their success.

[14 to 16 marks] for a detailed, structured analysis of the success Reconstruction policies.

[17+ marks] for balanced and sharply focused answers assessing the success of policies and providing detailed supporting evidence.

7. Analyse the effects of economic development in Latin America between 1850 and 1919. Use specific examples from *two* countries in the region.

Candidates should first identify the main features of the economic development in the region to then proceed to analyse the impact. The answer may be structured into social, economic and political aspects which should be supported by reference to examples for at least two countries. Reward candidates who examine the effects as opposed to those who state them.

[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 explicit focus on effects.

[14 to 16 marks] for well-structured analysis of effects.

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

N.B. If only one country is used mark out of [12 marks].

8. Examine the successes and failures of *one* leader in *one* country of the region from 1850 to 1919.

Candidate answers will vary according to the selected country and leader but answers might cover political, social or economic international policies and issues (not all of these aspects would be necessary for a good answer). Some possible examples could be: Theodore Roosevelt and Woodrow Wilson in the United States, John MacDonal in Canada, Porfirio Diaz in Mexico or any other Latin American leader within the prescribed period.

[0 to 7 marks] for unsupported general comments.

[8 to 10 marks] for narrative with implicit examination of successes and failures.

[11 to 13 marks] for focus on and specific knowledge of success and failures.

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

9. What role did *either* positivism or liberalism play in Latin America between 1850 and 1914? Support your answers with specific examples from at least *one* country.

A brief definition of the selected term would make a good starting point. Popular choices could be Brazil, México and Argentina but allow others.

Positivism: An intellectual current which stressed a rationalist approach. Emphasis was put on mathematics, the exact sciences and technology. Positivism had a large influence over the state and its policies as it satisfied the needs of Latin American intellectuals who claimed Catholicism was a tool of Spanish imperialism. In **Brazil**, it influenced the republican movement which brought about the fall of the Empire in 1889. The Republic adopted as its flag a representation of the firmament with the positivist motto “Order and Progress”. In **Mexico** education underwent a positivist reform under the “Científicos” during the dictatorship of Porfirio Díaz (1876–1910). This group undermined the power of the clergy. In **Argentina**, positivism was adopted by the intellectuals and politicians of the “generation of the 1880s”, who questioned clericalism and looked at Europe as a model for the nation.

Liberalism: The fact that the region had not yet undergone an industrial revolution provided liberalism with distinct features, focusing more on economic than political liberalism. Even when many countries adopted constitutions based on the US or European models, in practice the elites had the power and often protected themselves with strong leadership. Rather than aiming at gaining political freedom, liberalism in Latin America aimed at overcoming the relative backwardness of colonial times. Protectionist measures were on the whole rejected and free trade, laissez faire and an international division of labour were encouraged.

[0 to 7 marks] for unsubstantiated generalizations.

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

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

[14 to 16 marks] for structured analysis with some detail.

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

10. Analyse the reasons for, and the effects of, the construction of the Panama Canal.

Reasons: Some of the reasons might include US’s needs to protect economic interests in the Caribbean and Panama; the California gold rush which created a need for transportation across the isthmus en route to the West Coast gold fields; the growth of US Navy which had two coasts to defend; Panamanian unrest rebelling against Colombian rule; and claims against European powers (France and England) interfering in US’s sphere of influence (Monroe Doctrine).

Effects: Panama gained its independence from Colombia but was compelled to sign a treaty that gave the US control over the ten-mile-wide canal zone “as if it were a sovereign of the territory”. The US stationed marines in Panama from 1903–1914 to protect interests in the region; disbanded the Panamanian army; and established its own postal system, customs house, and commissaries in the canal zone. These privileges seriously undermined the Panamanian economy and badly injured Panamanian pride. The completion of the canal in 1914, one of the greatest engineering feats of the twentieth century, helped to project the United States into global affairs on the eve of world war, but left a legacy of animosity between the US and Latin America, and brought a tidal wave of tens of thousands of West Indian immigrant workers that became an unemployed and unassimilated workforce over Central America.

Although all the political manoeuvres that led to the building of the canal are not required, candidates might use it providing that it helps to illustrate the demands of the question.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative with implicit assessment of reasons and consequences.

[11 to 13 marks] for explicit focus on and knowledge of reasons and consequences.

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

N.B. If only one part of the question is answered mark out of [12 marks].

11. In what ways, and for what reasons, did United States intervention influence the course of the Mexican Revolution between 1910 and 1920?

Reasons may include the importance of Mexico’s natural resources; the need to protect both US citizens living in Mexico (estimated at 40 000 in 1910) as well as foreign investments in the country (land, mining, timber, railroads, oil and “haciendas”). Additionally, some candidates may show awareness of the fact that the Mexican Revolution caused illegal immigration of Mexicans to the US, affecting the US economy negatively.

Ways include economic support; arms sales; the role of associations like the Red Cross; diplomatic recognition; political and military intervention. The role of US in events such as Huerta’s betrayal of Madero (1913); the diplomatic clash leading to the US occupation of Veracruz (1914); General Pershing’s expedition to Chihuahua (1916) may be used to illustrate the ways in which US influenced the revolution.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis of ways and reasons.

[11 to 13 marks] for more explicit focus and some assessment of ways and reasons.

[14 to 16 marks] for structured focus and analytical answers.

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

12. To what extent did any *one* Latin American country deal successfully with the challenges brought about by the Great Depression?

Candidates are required to identify the problems caused in any one Latin American country by the Great Depression and to assess the effectiveness of state policies to curb them. Answers should demonstrate detailed knowledge of the challenges and policies and may assess their immediate and/or long-term effects. Brazil, Mexico and Argentina will be popular choices, but allow any other relevant case study to be used as this is an opportunity for candidates to write about their own country.

The decline of export prices and volumes, changes in the movement of international capitals, inflation, social problems (land distribution, uneven distribution of income) can be identified as challenges posed by the Great Depression. Policies will often refer to state intervention and centralization, industrialization and import substitution. Assessment as to whether the policies were effective will vary according to the country of choice. Large countries like Argentina, Brazil and Mexico had internal markets of sufficient size to mitigate the effects of the decline of international trade. Smaller countries – such as the Central Americas – were simply unable to absorb local production. Better candidates will probably show an awareness of long-term effects, such as the fact that the industrialization policies accentuated social and regional inequalities within many countries.

[7 marks] maximum for general assertions.

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

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

[14 to 16 marks] for answers showing some explicit assessment based on specific examples even if not all aspects are assessed.

[17+ marks] for well balanced, detailed and consistently analytical answers.

13. To what extent did the First World War contribute to the emergence of the movement towards greater sovereignty for Canada?

Answers may include the interaction between British and Canadian military and political leaders concerning policy decisions made during the war; an increased sense of nationalism that developed with Canada's large investment of manpower in the war effort and the post-war interactions during the Paris Peace Conference as Canada attempted to achieve a more independent role separate from the British. Candidates may develop this through the 1920s with the Imperial Conferences and the Statute of Westminster (1931).

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for narrative accounts of events leading to greater sovereignty with implicit analysis.

[11 to 13 marks] for more explicit discussion and assessment of the role of the war as a factor in attaining sovereignty.

[14 to 16 marks] for structured analysis with specific detail of the events of the war and their connection to the process of gaining greater sovereignty.

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

14. For what reasons was Getulio Vargas's era (1930–1945) a significant turning point in Brazilian history?

Vargas's era marked the end of the hegemony of the Sao Paulo coffee interests and it redirected the economy from export-led growth to import-substitution industrialization guided by the state. Candidates could discuss the gradual process in which these changes came about: the new political centralization of the government; the creation of the Estado Novo and its aim of industrialization; Vargas's populism, economic nationalism and pragmatism in dealing with the United States in the 1930s, and the construction of the giant steel mill of Volta Redonda, the showcase of Brazilian industrialization. Virtually all other politicians tried to don his mantle, even those who had opposed him. By the same token, the directions he had given to Brazil and some of the goals and methods that he had used were widely adopted by others.

[0 to 7 marks] for inadequate or inaccurate material.

[8 to 10 marks] for narrative of Vargas's era with implicit judgment.

[11 to 13 marks] for explicit focus on the key aspects of the question.

[14 to 16 marks] for focused analysis of the Vargas's regime.

[17+ marks] for balance, analysis and perhaps different interpretations.

15. Compare and contrast the diplomatic and military roles of *two* Latin American countries in the Second World War.

Answers will vary according to the selected countries. Among the most probable examples: Mexico, Brazil, Argentina. Both the diplomatic attitudes as well as the contribution to the Allies' efforts should be considered. For comparison and contrast of diplomatic role: position before and after US entry in the war, economic and political agreements, neutrality versus declaration of war. For military role: not many countries had an active military participation in the conflict. For cases such as Brazil and Mexico, issues such as the type of military contribution, major military events and relative importance of the military role can be addressed.

Prior to US entry in the war, most Latin American countries had diplomatic attitudes. However, the original diplomatic position of neutrality did not last long after Pearl Harbour. Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, Nicaragua, Panama and Dominican Republic were the first to declare war on the Axis while Colombia, Mexico and Venezuela broke diplomatic relations. By early 1942 all Latin American countries – with the exception of Argentina and Chile – had broken diplomatic ties with the Axis countries but few declared war on the Axis. Venezuela, Ecuador, Uruguay, Paraguay, Peru, Chile and Argentina did so only in 1944.

Argentina: remained neutral for most of the war and did not cooperate militarily in the conflict. It did not adopt a neutral position in trade and became a major supplier of commodities to both the UK and US, while trade with the Axis was interrupted for almost the duration of the conflict.

Mexico: Mexico remained neutral until June 1942. At the same time it agreed to supply the US with oil; a decision which led to the sinking of two Mexican vessels and Mexico's involvement in the war against the Axis. Militarily, the country contributed with air support (Fuerza Aérea Expedicionaria Mexicana, trained on US territory and operating under US flag). It authorised the transit of Mexican national waters and Mexican territory by American troops engaged in the war.

Brazil: Brazil declared itself neutral but supplied the Allies with raw materials and allowed US forces to operate from its territory. National military bases were used by US planes en route to Africa. The US and Brazil cooperated militarily; the former providing the latter with combat planes and training Brazilian troops in US territory. Brazil was subject to an Allied blockade, to prevent the Axis powers from transporting raw materials from South America. The Brazilian Expeditionary Forces fought in the South of Italy.

[0 to 7 marks] for vague generalizations.

[8 to 10 marks] 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.

N.B. If only one country is used mark out of [7 marks].

- 16.** Assess the impact of Cold War policies on *one* Latin American nation between 1945 and 1965.

Nations used to answer this question will vary but Cuba and Guatemala are likely to be used by candidates. The answer should make the connection between Cold War policies and their impact on the nation chosen. US and Soviet policies that clearly attempt to gain influence over, or counter, that of their Cold War opponent in the area would be appropriate examples.

If policies are used that are not clearly connected to the Cold War or if a large portion of the answer is outside the time parameters of the question, limited marks should be awarded. Or if the geographical direction is ignored.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of Cold War policies and their relation to a Latin American nation.

[11 to 13 marks] for more explicit focus and assessment of the policies and their impact.

[14 to 16 marks] for structured analysis of policies with specific material detailing impact.

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

17. **“The key problem for Canada from 1945 to 1975 was how to balance its alliance with the United States while retaining an independent foreign policy.” To what extent do you agree with this statement?**

Answers may set the basis for the relationship by discussing early Cold War issues: the Gouzenko Spy case (which establishes that a threat did exist to Canada’s security), the decision to join NATO, participation in the UN action in Korea, and the creation of the DEW line and NORAD. Early concerns about the relationship versus an independent foreign policy can be seen in a number of these events as well as later issues like the Bomarc Missile debate and the Cuban Missile Crisis. The Canadian role in the UN during this period, both in the institution’s development and as a peacekeeper (including Palestine, Suez Crisis, Congo and Cyprus), would be an example of an attempt at establishing an independent stance in foreign policy. In the 1970’s answers may note Canada’s recognition of China (1970) prior to the US, their relationship with Cuba and the re-evaluation of their role in NATO. Candidates’ answers could specifically address the policies of Prime Ministers St-Laurent, Diefenbaker, Pearson and Trudeau (through 1975).

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for narrative accounts detailing the foreign policy issues between Canada and the United States during this period with limited analysis.

[11 to 13 marks] for a more focused discussion and explicit assessment of the foreign policy issues Canada faced during this period.

[14 to 16 marks] for a structured answer that addresses both the influence of the US and Canada’s desire for an independent foreign policy with specific examples and explicit analysis.

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

18. “Eisenhower (1953–1961) was a successful president in domestic affairs.” Assess the validity of this statement.

This question demands an assessment on the domestic policies of Eisenhower that could include the following aspects: his style of leadership; his approach of “moderate republicanism” (“middle way”, “constructive conservatism” or any term to convey the approach); economic and social policies; his stand and actions on civil rights. He was an extremely popular president who seemed able to pursue a basically conservative policy while at the same time, accepting and even extending the social welfare programs of some of his predecessors. However, any point of view supported by pertinent evidence should be accepted.

For well-informed candidates this is an opportunity to discuss recent historiography about the Eisenhower presidency. Eisenhower’s “middle way” initially led historians to see his presidency as somewhat dull and lacking leadership. Later historians argued that, in fact, “Ike” had made much progress, he was simply subtler and less confrontational than his predecessors or successors. Historians are discussing how he used a “hidden-hand” leadership style to direct not only policy development but crisis management. These views support the current trend in revisionist literature on Eisenhower as an activist president.

[0 to 7 marks] for general assertions with no specific evidence.

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

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

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge, pertinent analysis and, perhaps, different interpretations.

19. Analyse the consequences of the Cuban Missile Crisis for the Kennedy administration (1961–1963).

Candidates might discuss the following issues: the crisis provided Kennedy with a much needed foreign policy success, particularly after the meeting with Khrushchev in Vienna; the Berlin Crisis of 1961 and Bay of Pigs also in 1961. It enhanced his image both in the United States and the rest of world. He could claim to have removed the potential danger of the Soviet nuclear warheads from United States' own "backyard".

He had, however, given an assurance not to remove Castro from Cuba and, despite at least eight assassination attempts on Castro by the CIA, was left with a communist neighbour for the foreseeable future. The agreement to remove US missiles from Turkey was kept secret from the US public until 1968. The crisis demonstrated the great power of the president and his capacity as Commander-in-Chief during the Cold War. The Congressional role in the missile crisis was relatively minor. Kennedy's position as President was strengthened by the successful resolution of the crisis.

There may be some narrative of the events of the crisis and the consequences for East/West relations. However the main focus of the answers should be the consequences for Kennedy's administration, e.g. Kennedy more powerful at home, a stronger international position etc.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative with implicit assessment of the consequences.

[11 to 13 marks] for explicit focus on and knowledge of the consequences for the Kennedy administration.

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

20. What were the reasons for the change in the Civil Rights Movement in the United States during the second half of the 1960s?

The Civil Rights Movement reached a crucial point during the summer of 1966. In terms of its own philosophy and aims, a split occurred between those who followed a non-violent, totally integrationist strategy, and those who wanted a more radical, aggressive policy which was characterized by the slogan “Black Power”. Dissenters also rejected the concept of non-violence and favoured the creation of a separate black society in the US and black control of the social, economic, and political institutions in the black community. The leadership of Stokely Carmichael and later Rap Brown could be mentioned; other radical organizations and leaders that can be discussed are the Nation of Islam and Malcolm X; and the Black Panthers, for whom Black Power also meant violent retaliation – a term covering the right to self-defence, guerrilla warfare and armed rebellion.

Candidates should address some of the following reasons for change: the civil rights movement had achieved many political victories but they had not brought economic improvements to many African-Americans, particularly in the North where, if not legal, de facto segregation and discrimination existed; disillusionment with Federal Government and white liberals; continuation of racism, *etc.*

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narrative with implicit assessment of reasons.

[11 to 13 marks] for explicit focus on and knowledge of reasons.

[14 to 16 marks] for structured focus and analytical answers.

[17+ marks] for full detailed knowledge and pertinent analysis.

21. Compare and contrast the Vietnam War policies of Harry Truman (1945–1953) and Lyndon Johnson (1963–1969).

For Comparison: Both presidents aimed to stop communism. American fear of communism was the reason why the French were able to persuade Harry Truman to give them aid in the struggle against Ho Chi Minh. Lyndon Johnson was vehemently anti-communist and subscribed to the domino theory. Both were influenced by domestic and international issues.

For contrast: Truman believed that Ho Chi Minh and his Vietminh were part of a worldwide army directed by Moscow. Johnson believed that it was China rather than the USSR that was behind Ho. Truman formally recognised the government of Bao Dai and granted \$15 million in military aid in 1950. Truman's policies can be seen as involving but not committing the US to Vietnam. Johnson's policies, on the other hand, escalated the US involvement in Vietnam. He expanded economic aid; increased the number of military advisers, and after the Gulf of Tonkin incident the first US combat troops were sent to South Vietnam. By 1967 there were almost 500 000 US troops in Vietnam.

[0 to 7 marks] for unsubstantiated generalizations.

[8 to 10 marks] for narratives of two presidents with implicit analysis or some focused comments.

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

[14 to 16 marks] for structured comparisons supported by factual knowledge and evaluation although analysis is not fully developed.

[17+ marks] for comparative structures plus well substantiated analysis and evaluation.

N.B. If only one president is addressed mark out of [7 marks].

22. Evaluate the political and economic impact of military rule in Chile between 1973 and 1989.

This question could elicit subjective answers. Regardless of viewpoints accept evaluations that are supported by relevant and balanced knowledge and evidence. Candidates might address the previous government (Allende) but this should not be the focus of the essay.

Like the other national security states, Pinochet's Chile instituted censorship, citizen surveillance, martial law and repressive tactics. The regime's brutal tactics earned widespread condemnation, as critics denounced repeated and persistent violations of human rights. Pinochet stayed in power for 17 years and allied with the Catholic Church, Pinochet's was a one-man dictatorship. From the economic point of view, and also unlike other military regimes, he put the economy in the hands of persons trained in orthodox free-market economics (the Chicago Boys). Chile suffered severe economic contraction between 1973 and 1978, and continued to fluctuate in the early 1980s, but from 1985 the economy grew at robust rates and performed very well, fuelled by strong capital flows from abroad, aggressive export promotion, a well-managed fiscal system, investments in infrastructure and sharply reduced unemployment. However wages remained chronically low and social services were curtailed.

[0 to 7 marks] for vague general answers.

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

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

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

[17+ marks] for full detailed knowledge, pertinent analysis, and balanced answers

N.B. If only one part of the question is addressed mark out of [12 marks].

23. Assess the role of regionalism in the political development of Canada between 1960 and 1990.

Answers for this question should address the impact of regional issues on the relationship between provincial and federal governments. Candidates may discuss the development of political movements or parties as a method to deal with regional concerns. Examples could include Western Canada and their concern over language policies, treatment of Western Canadian farmers and National Energy Policy or Quebec and the separatist movement. Answers could deal with only one issue but the best answers should examine more than one region to show the differences inherent in the term regionalism. In each case political party development, interaction with the federal government and provincial or federal policies should be discussed. Candidates must connect regionalism to political development to be awarded marks in the upper bands.

[0 to 7 marks] maximum for unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of regional differences and implicit references to political development.

[11 to 13 marks] for more explicit focus and assessment of differences and political development.

[14 to 16 marks] for structured analysis with specific detail and clear assessment of regionalism's role in Canadian politics.

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

24. Analyse *two* diplomatic successes of the Organization of American States (OAS) between 1950 and 1990.

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

Candidates should be aware of the time frame of the question and answers outside of the time frame should not be accepted.

[0 to 7 marks] for inadequate general answers.

[8 to 10 marks] for descriptive accounts and undeveloped arguments.

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

[14 to 16 marks] for an analytical account with detail although not all aspects may have been addressed.

[17+ marks] for fully analytical and relevant answers with detailed insights and perceptive comments.

N.B. If only one example is used mark out of [12 marks].

25. In what ways, and for what reasons, did women’s role in society in the region change after 1945?

In order to answer the question, candidates need to analyse the factors leading to a different role of women in their societies as well as the new roles played after 1945. Factors to be taken into account include the impact of the Second World War, the expansion of civil rights movements, the growth of feminism, their access to the labour market and higher education, the granting of political rights. Reference to specific examples which address both the reasons and the ways the role of women changed. For higher mark bands if only reasons or ways addressed max 12 marks.

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

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

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

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

[17+ marks] for well balanced, detailed and consistently analytical answers.
