



MARKSCHEME

May 2009

HISTORY – AMERICAS

Higher Level

Paper 3

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1. For what reasons, and with what results, were European mercantilist policies applied in British North America and Spanish Latin America?

For what reasons:

Most European kingdoms in the seventeenth century adopted the economic policy of mercantilism, which looked upon trade, colonies, and the accumulation of wealth (bullion) as the basis for a country's military and political strength. According to mercantilist doctrines, a government should regulate trade and production to enable it to become self sufficient. Colonies were to provide raw materials to the parent country for the growth and profit of that country's industries. Colonies existed for one purpose only: to enrich the parent country. Mercantilism policies had guided the Spanish colonies from their inception. Mercantilism began to be applied to the British colonies only after the turmoil of Britain's civil wars had subsided.

Spanish mercantilist policies, until the mid-eighteenth century, were rigorously regulated in the New World. British mercantilist policies, by contrast, were not systematically applied. For both colonial powers, Spain and Britain, the Seven Year War brought changes in their policies. While Spain gradually loosened the rigid economic controls in their colonies, Britain changed to strict enforcement of the laws.

With what results:

In the British North American colonies, although British regulations imposed obstacles to manufacturing, some industries such as shipbuilding prospered. Since the British government was often lax, the colonies particularly in the North, developed manufacturing and extractive industries, which exploited the natural resources of the continent, and established a significant commerce and trade system. By the mid-1760s the hardening regulations of the crown set the stage for the revolution. In the Spanish American colonies, the Spanish were more successful than the British in extracting great surface wealth – gold and silver – from the colonies. Thus they concentrated less energy on agriculture and commerce in their colonies. Furthermore, Spain's strict and inflexible policies not only hampered the economic development and production of the colonies, it also weakened the incentive to promote domestic economic growth, produced inflation and discouraged industry. The time arrived when Spain could no longer supply the manufacturers that the colonists demanded. When reforms were introduced to promote better revenues, loosen the rigid controls on commerce and promote new economic opportunities in the colonies, they helped to precipitate the collapse of the empire.

Candidates must define mercantilism and recognize the fact that, in theory, it was similar for all the European powers at the time, how it actually functioned, however, was different and therefore the results were different. Both areas should be included in the answer.

N.B. If only one is mentioned mark out of *[12 marks]*.

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

[8 to 10 marks] for narrative accounts but implicit reasons and results.

[11 to 13 marks] for adequate detail and more explicit focus on reasons and results.

[14 to 16 marks] for good detail, focus and structure.

[17+ marks] for a balanced, structured response which reveals evidence of insight and perception.

2. Compare and contrast the role of leadership in *two* independence movements of the region.

Candidates’ analysis of similarities and differences in leadership roles could include reference to political, ideological and military influences, as well as charismatic qualities. Possible choices might be Washington, Jefferson (United States), Bolívar, San Martín (South America) but accept any suitable examples selected by the candidates.

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

[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 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.

3. “The debates over the ratification of the constitution contributed to the formation of national parties in the United States during the 1790s.” To what extent do you agree with this statement?

The debates between Federalists and Anti-Federalists over the ratification of the constitution prefigured the national parties that emerged soon afterward. In the 1790s, political parties began to form around two figures, Hamilton and Jefferson. The Federalist Party supported Hamilton and his financial programme. The party known as Democratic-Republican supported Jefferson. The French Revolution further solidified the formation of national political parties. The different views about the constitution, foreign policy, military policy, domestic policy, and arguments for and against the French Revolution all contributed to the formation of the parties.

Candidates should address “to what extent” and support their arguments with relevant material.

[0 to 7 marks] for unsupported comments.

[8 to 10 marks] could be awarded for narrative accounts with implicit assessment.

[11 to 13 marks] for genuine attempts to address and debate quotation.

[14 to 16 marks] for a structured answer with analysis of the formation of national parties.

[17+ marks] for original and thought-provoking analysis.

4. With reference to at least *two* examples of slave rebellions, analyse the reaction to the rebellions in *one* country of the region.

Many slave rebellions took place in the Americas from Canada to Argentina. Most of these rebellions were crushed, and resulted in stronger measures against slavery. In some cases, however, such as in Haiti, it was a success and led to the independence of the country. In either case they had a significant impact. Candidates should select the country and support their answer with relevant and accurate arguments explaining the impact of the rebellions.

In Latin America: there were different countries with rebellions: such as in Bahia, Brazil (1813, 1830 and 1835); and Matanzas, Cuba (1825, 1843 and 1866). The Muslim slave uprising in Bahia in 1835, though unsuccessful in winning freedom for the rebels, had national repercussions, making it the most important urban slave rebellion in the Americas and the only one in which Islam played a major role. In the mid-eighteenth century, when the sugar boom was at its height, around 40 per cent of Brazil’s enslaved population was involved in the cultivation of sugar cane. Slave uprisings and other factors helped to undermine the viability of the slave system and, finally, in 1888, the Princess Regent Isabel issued the emancipation decree, the so-called “Golden Law”.

In the United States: The Amistad Insurrection in 1839 brought the focus of slavery to the attention of many more free Americans. The abolitionists were looking for evidence of cruelty and the evil profiteering involved in slavery. The eighteen month legal battle that it promoted reached its peak when the US supreme court, and the former US President John Quincy Adams, took the case. His eight and a half hours of astute testimony won the acquittal verdict! “They were illegally enslaved, their papers were forged and they were never Spanish speaking Cuban slaves.” The verdict was used by Northern abolitionists as a banner for the illegality of slavery.

Nat Turner’s revolt in 1831 stimulated not only the positive good defence of slavery and a reactionary backlash but also abolitionist initiatives (*e.g.* the American Antislavery Society). John Brown’s raid on the military arsenal at Harpers Ferry in 1859 elevated him to the role of martyr for the Abolitionist cause. During the time of the raid he had grown a long beard; thus he was called the “Moses” of the Abolitionist Movement.

N.B. If only one rebellion is addressed mark out of **[12 marks]**.

[0 to 7 marks] for unsubstantiated generalizations.

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

[11 to 13 marks] for more effective focus on reactions to the slave rebellions.

[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.

5. “The Civil War in the United States was caused by political disagreements.” To what extent do you agree with this statement?

Answers to this question will vary according to the views of candidates. However, regardless of the position taken, candidates must address the political/constitutional issues which contributed to the Civil War.

In the early days of the United States, loyalty to one’s state often took precedence over loyalty to one’s country. However, while in the years after the War of 1812 nationalism became evident, by the 1820s the forces of sectionalism became more manifest. As Northern and Southern patterns of living diverged, their political ideas also developed marked differences. The North needed a central government to build an infrastructure of roads and railways, to protect its complex trading and financial interests, and control the national currency. The South depended much less on the federal government than did other regions, and Southerners therefore felt no need to strengthen it. In addition, Southern patriots feared that a strong central government might interfere with slavery, which the Northerners opposed. Southerners sought to protect their sectional interests by supporting state’s rights and opposing the federal government. Northeasterners and Westerners argued that what was good for their section was good for the nation and sought to further their interests by using federal power. Although hostilities between North and South gradually increased, the Missouri Compromise of 1820 introduced what was intended as a permanent solution to the issue in which that hostility was most clearly expressed – the question of the extension or prohibition of slavery in the federal territories of the West.

After the Mexican War the disputes about the problem of slavery in the territories increased. Questions such as whether the Union was older than the states or the other way around fuelled the debate over states’ rights. Whether the federal government was supposed to have substantial powers or whether it was merely a voluntary federation of sovereign states added to the controversy; and several decisions and events contributed to the outbreak of the Civil War.

Candidates could address the following issues: The Compromise of 1850; the Kansas-Nebraska Act (1854), the doctrine of “popular sovereignty”, and the political crisis in the North; the fugitive slave laws (which culminated in the Dred Scott Case in 1857); and in 1860 the election of Abraham Lincoln, then the leader of the Republican Party in Illinois.

[0 to 7 marks] for unsubstantiated generalizations.

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

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

[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.

6. In what ways did the Civil War change the economy and racial relations in the South?

Economy: After the Civil War a major undertaking was the reconstruction of Southern railroads, ports, roads, and communication systems. Federal grant money supported this reconstruction. Between 1865 and the early 1870s, over 8000 miles of new railroad track were laid. By the end of the 1880s, the South had one of the best railroad systems not just in the United States, but in the world. Southern industry, notably textile milling, did boom after the end of Reconstruction. The South also developed its natural resources: steel, oil, and lumber became important industries. By 1900, the South had developed a more balanced economy. Still, it failed to keep up with even more rapid growth in the North and in the West. Moreover, in rebuilding their own economy and infrastructure, Southerners had become dependent on aid from the federal government, Northerners and foreign investors.

Racial relations: With regard to the conditions of African Americans, the Congress passed the Thirteenth Amendment; in 1868 the Fourteenth Amendment, and in 1870 the Fifteenth Amendment; and created the Freedmen’s Bureau. However, while African Americans gained freedom in the South, they hardly gained equality. Despite the Radical Republicans’ efforts at Reconstruction, many African Americans in the South struggled with poverty, illiteracy, and unemployment. As Reconstruction waned, the condition of freedmen worsened. The Freedmen’s Bureau closed, voting restrictions such as poll taxes and literacy tests proliferated, and racist violence spread. Discrimination in the South further intensified with the passage of Jim Crow laws in the 1880s. The Supreme Court upheld such segregation in its Plessy versus Ferguson decision (1896), which declared all “separate but equal” facilities to be constitutional. This decision cleared the way for decades of demoralizing discrimination against African Americans.

Do not expect all of the above information, but candidates should address both aspects of the question, although some imbalance might be accepted. If only one is addressed mark out of *[12 marks]*.

[0 to 7 marks] for unsubstantiated generalizations.

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

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

[14 to 16 marks] for explicit focus, and thoughtful comments and evidence.

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

7. Compare and contrast the impact of territorial expansion on the development of *two* countries of the region between 1885 and 1919.

Some interesting examples could be United States, Canada, Argentina, but accept any suitable examples selected by the candidates.

Comparisons could include reasons and methods of expansion such as development of railroads, needs for land, capital investments, and demands from the markets, immigration and in some cases wars or needs of pacification of hostile population. Impact of the expansion could include national integration, definition and security of boundaries and development of commercial links and new exploitation of natural resources as well as the inclusion of new territories in the country.

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

[0 to 7 marks] 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 conditions. The strongest answers may offer comparisons showing depth and insight.

8. Analyse the successes and failures of Woodrow Wilson’s (1913–1921) domestic and foreign policies.

Domestic Policy: Wilson’s presidency resulted in the passage of a number of key pieces of progressive legislation. Among these were passage of the Underwood-Simmons Tariff, the sixteenth to the nineteenth amendments, the Federal Reserve Act (considered the most important of Wilson’s domestic achievements), the establishment of the Federal Trade Commission and the Clayton Anti-Trust Act, and the Keating-Owens Act. Candidates may talk about the purpose of these acts and not always be able to name the specific act so credit that as well as other measures not listed here.

Foreign policy: candidates could discuss Wilson’s involvement in Mexico, the Dominican Republic and Haiti, the treaty with Nicaragua, and the purchase of the Virgin Islands. They are most likely to discuss World War One and the peace settlement. Some historians have said Wilson himself felt he had failed by taking the United States into war because he had hoped to mediate an end to the war in Europe. On the other hand, it can be argued that the United States participation in the war was successful. Some candidates may term Wilson a success for his vision in terms of the Treaty of Versailles and the League of Nations. Others may take the more usual route of criticizing Wilson for being unrealistic about the post-war possibilities and for his failure to persuade the United States to enter the League.

Both domestic and foreign policies should be included in the answer. If only one is mentioned mark out of *[12 marks]*, but allow some imbalance between the two.

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

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

[11 to 13 marks] for more detailed knowledge and analysis of Wilson’s policies.

[14 to 16 marks] for detailed knowledge and analysis, although not all aspects may be addressed.

[17+ marks] for fully analytical, balanced answers.

9. Analyse the impact of economic development on the indigenous peoples of *one* country of the region from the mid-nineteenth century to 1919.

Answers will vary according to the selected country. Some possible choices could be the United States, Canada, Argentina or Chile; however accept any valid example providing it is within the dates given. Candidates should be specific about the economic circumstances and their impact on the indigenous people.

[0 to 7 marks] for unsubstantiated generalizations.

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

[11 to 13 marks] for more effective focus on economic development and impact.

[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.

10. Analyse the aims of educational reforms in *one* country of the region in the period from 1850 to 1919.

Best answers could address some (not necessarily all) of the following: 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.

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

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

[11 to 13 marks] for more detailed knowledge about aims.

[14 to 16 marks] for detailed knowledge establishing clear criteria of aims, not all aspects may be addressed.

[17+ marks] for fully analytical, balanced answers.

- 11. To what extent were the United States policies toward Latin America between 1898 and 1936 motivated by economic reasons? Support your answer with examples of *two* specific policies introduced by the United States.**

Responses should consider the kind and degree of involvement by the United States in the countries. It is possible that answers will tend to assert that it was to “a large extent”, however, candidates should consider other reasons for the policies such as competition with the imperialistic nations; humanitarian and nationalistic reasons (*e.g.* the Spanish-American War); protection from European powers – application of the Monroe Doctrine (*e.g.* Venezuela); geopolitical reasons (*e.g.* Panama and Roosevelt’s Big Stick); some idealism (*e.g.* Mexico and Wilson’s “Moral Diplomacy”); concerns for better relations with Latin America (*e.g.* the “Good Neighbor Policy” of Franklin D Roosevelt).

The best answers would agree that economic motives were always important and cannot be discounted in foreign policy. Nevertheless, there were other factors perhaps as important in explaining United States intervention in Latin America.

N.B. If only one policy is addressed mark out of **[12 marks]**.

[0 to 7 marks] for unsubstantiated generalizations.

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

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

[14 to 16 marks] for explicit focus, and thoughtful comments and evidence.

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

12. “At times a rebel against injustice, at times an undirected destructive force, but Pancho Villa was always a national hero.” To what extent do you agree with this statement?

Pancho Villa can be a very controversial figure. One of the real “revolutionaries” within the conflict, Villa wanted radical agrarian reform; he called for the confiscation of large *haciendas*, but not for their subdivisions in plots. The state would administer the *haciendas*, and their commercial crops would help finance the army, provide employment for his followers, pensions for the widows and education for their children. On the other hand, his attack, and murder of a dozen US miners and his raid in 1916 on Columbus, New Mexico, produced and triggered unexpected results. President Wilson sent a punitive expedition commanded by General John J Pershing, which fruitlessly attempted to snare the elusive raider and lasted for one year. Part of Villa’s continuing appeal undoubtedly stemmed from his role as an underdog who avoided capture by a relentless foe. While Mexicans celebrated the exploits of the wily fugitive, President Woodrow Wilson’s reaction brought the two countries close to war. Thus, Pancho Villa can be seen as both, as a hero and as a villain.

Candidates should address the question by presenting a balanced and well-supported argument.

[0 to 7 marks] for unsupported comments.

[8 to 10 marks] could be awarded for narrative accounts with implicit assessment.

[11 to 13 marks] for genuine attempts to address and debate the quotation.

[14 to 16 marks] for a structured answer with analysis of the quotation.

[17+ marks] for original and thought-provoking analysis.

13. In what ways, and with what success, did the government of *one* country in the region try to solve the problems of the Great Depression?

Answers will vary according to the selected country. Candidates should show accurate knowledge of programmes in several areas such as agriculture, job creation, social reform and fiscal reform. Immediate and subsequent impact could be examined. With regard to Latin American countries, some features shared by them are incipient improvement in national industry in order to replace the importation of industrialized products, new international foreign trade, and political instability in some caused by government's inability to manage the situation. Analysis of "with what success" could also examine generation of employment, influence of the Second World War, and progress of non-traditional sectors in Latin America (*e.g.* industrial related sectors: workers/ industries).

N.B. Reward detailed knowledge and critical analysis. If only one aspect is discussed mark out of *[12 marks]*.

[0 to 7 marks] for sweeping generalizations or vague comments.

[8 to 10 marks] for narrative with implicit ways and success.

[11 to 13 marks] for explicit ways and success.

[14 to 16 marks] for analytical answers which analyse ways and success.

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

14. Analyse the experiences of *two* Canadian minorities in the twentieth century.

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

N.B. If only one minority is addressed mark out *[12 marks]*.

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

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

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

[14 to 16 marks] for coherent and well-structured answers supported by appropriate factual knowledge, although not all the aspects are addressed.

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

15. For what reasons, and with what success, was there opposition to the Vargas regime between 1930 and 1945?

Reasons: Vargas was opposed by the Sao Paulo coffee interests and hegemony which he was able to end with the reforms that were introduced. He was also opposed by the Integralists, a fascist movement, and the Alliance Libertadora Nacional, which included socialists and radical liberals because they wanted to control the government. Vargas neutralized both of them. His Estado Novo, established in 1934, did not encounter an organized opposition until the last years of World War Two.

Success: Although during the war he had collaborated with the United States, as the tide of war began to turn against Nazi Germany the relations between Brazil and the United States changed. Vargas realized that he must acquire democratic credentials and allowed the formation of new political parties, among them he legalized the Communist party and established two parties with strong labour bases. The United States, by now a vital contributor to Brazil's drive for industrialization, expressed its displeasure at the turn Brazilian politics were taking. The army became anxious that Vargas's personal ambitions might jeopardize the lucrative alliance with the United States. The military intervened with Vargas's regime and asked him to resign or be deposed. He resigned and returned to his home state.

If only one aspect of the question is addressed mark out of **[12 marks]**.

[0 to 7 marks] for sweeping generalizations or vague comments.

[8 to 10 marks] for narrative with implicit reasons and success.

[11 to 13 marks] for explicit reasons and success.

[14 to 16 marks] for analytical answers which analyse reasons and success.

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

16. Assess the impact of the Second World War on the economy of *one* country of the region.

Candidates might discuss not only the positive but the negative impact. Some of the issues that could be addressed are economic recovery, increased production and employment opportunities. On the other hand, candidates could discuss rationing, inflation, scarcity of consumer goods and lack of diversification in the country's economy.

[0 to 7 marks] for vague or unstructured accounts.

[8 to 10 marks] for narrative with implicit or underdeveloped arguments.

[11 to 13 marks] for narrative framework with 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.

17. Examine the foreign policy of either Canada or *one* Latin American country between 1945 and 1979.

For **Canada** the following aspects can be discussed:

Canada was a close ally of the United States in World Wars, the Korean War and the Cold War. Canada was an original member of NATO and the two countries' air defences are fused in NORAD. Its identity as a supporter of multilateralism can be discussed as well as its role as peacekeeper, sending soldiers under UN authority around the world. Canada is also committed to disarmament and is especially noted for its leadership in the Ottawa Convention to ban land mines, its efforts as a "middle power" such as in the Suez Crisis, its independence of the United States in establishing relations with undemocratic communist regimes. Canada established diplomatic relations with the People's Republic of China (October 13 1970) long before the Americans did (January 1 1979). It also has maintained trade and diplomatic relations with communist Cuba, despite pressures from the United States.

For **Latin America** it depends on the selected country:

Candidates could discuss the relations with the United States at different stages of the Cold War; its role and participation within the Organization of American States and the United Nations; participation in international conflicts and role as mediator; its relations with Cuba, China, and Africa and within the continent; the Contadora Agreements and other foreign policy issues.

[0 to 7 marks] for sweeping generalizations or vague comments.

[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.

18. Assess the successes and failures of the domestic policies of Lyndon Johnson (1963–1969).

Johnson was responsible for launching his Great Society, comprising liberal legislation including civil rights laws, Medicare (health care for the elderly), Medicaid (health care for the poor), aid to education and a major “War on Poverty”.

While assessing these policies candidates should consider how some sectors of society benefited; the economic costs and problems with their implementation. Although the domestic problems caused by the Vietnam War can be discussed with regard to the obstacles or limitations for the domestic policies, his foreign policies are not the subject of this question.

[0 to 7 marks] for vague or unstructured accounts.

[8 to 10 marks] for narrative with implicit assessment of success and failures.

[11 to 13 marks] for narrative framework with explicit focus on success and failures.

[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.

19. Compare and contrast the foreign policies of Richard Nixon (1969–1974) and Jimmy Carter (1977–1981).

For comparison: both presidents had some very successful events in foreign policy, for Carter the Camp Accords and the Panama Accords, and the second round of the Strategic Arms Limitation Talks and for Nixon détente, SALT I the opening of diplomatic relations in China, and the end of American involvement in the war in Vietnam.

For Contrast: for Carter the Iranian Hostage Crisis was a very big failure and his foreign policy is remembered in very negative terms. For Nixon, despite the limitations and failures of the Vietnam campaign, his foreign policy of détente and China is perceived as very successful.

Candidates might select only two specific examples of successes and failures to make the comparison and contrast.

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

[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 comparison and contrast.

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

[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.

20. How successful was the supreme court in challenging segregation in the United States during the 1950s and 1960s?

This period focuses on the Warren Court. Led by Chief Justice Earl Warren, the supreme court expanded civil rights, liberties, judicial power, and federal governmental power in ways previously unseen. At the same time lauded and criticized for its activism in bringing an end to segregation, incorporating the Bill of Rights, and other controversial decisions, the period is recognized as a high point in judicial power that has receded ever since, but with a substantial continuing impact.

Some of the most significant decisions included: *Brown versus Board of Education* (1954), Chief Justice Earl Warren, reading his first major opinion from the bench, said: “we conclude, unanimously, that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal”. In *Brown versus Board II* (1955), the supreme court held that school systems must abolish their racially dual systems, but could do so “with all deliberate speed”. In 1956 the supreme court, without comment, affirmed a lower court ruling declaring segregation of the Montgomery bus system illegal, giving a major victory to Rosa Parks, Martin Luther King Junior, and the thousands of anonymous African Americans who had sustained the bus boycott in the face of violence and intimidation. In 1958 it upheld the rule of law in *Cooper versus Aaron*, stating that official resistance and community violence could not justify delays in implementing desegregation efforts; and in 1968 in *Jones versus Alfred H Mayer Co*, the court held that the Civil Rights Act of 1866 bans racial discrimination in housing by private, as well as governmental, housing providers.

Do not expect all the above, but candidates should address not only some of the rulings but also the obstacles and reactions to these rulings in order to be able to assess the success of the supreme court.

[0 to 7 marks] for vague or unstructured accounts.

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

[11 to 13 marks] for narrative framework with explicit focus and analysis of success.

[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, and perhaps different interpretations.

21. “Martin Luther King Jr and Malcolm X had similar philosophies but used different methods to campaign for civil rights.” To what extent do you agree with this statement?

Answers to this question could address the validity of this position by answering “to what extent” in several affirmative degrees by arguing that both of them were struggling for the civil rights of African Americans but used different methods due to different audiences and circumstances.

In discussing King, candidates should put his work in the context of the Southern situation in the 1950s and 1960s. They could discuss the goals of integration of public facilities and the issue of voting rights. King’s non-violent, direct action, civil disobedience, philosophy needs to be discussed as well as its appropriateness for its time and place. Stronger answers could refer to specific applications of this philosophy such as the Montgomery Bus Boycott, Birmingham and Selma.

It is important that candidates discuss the changes Malcolm X underwent from his days as a Black Muslim through his pilgrimage to Mecca, and his latter attempts to form his own organization. Malcolm X’s criticism of King’s approach based on Christianity and his views on violence could be discussed, but should make sure the reasons that he gave for them are included: continued segregation (although not legal), poverty, and discrimination. Candidates should establish the context of the African Americans in the North and the different audience to which Malcolm X spoke.

[0 to 7 marks] for unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis, assessment and judgment.

[14 to 16 marks] for explicit focus, thoughtful comments and evidence.

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

22. Assess the reasons for the long survival of Fidel Castro’s regime in Cuba.

This question requires candidates to evaluate both positive and negative reasons for Castro’s long tenure. Some of the issues that could be discussed are: Castro’s own charisma, the social and economic reforms that have benefited the lower classes, Castro’s willingness to let dissenters leave Cuba at certain times, his use of anti-American and anti-imperialist feelings of Cubans, and, for some time, the support given by the Soviet Union, *etc.* Castro’s methods of stifling dissent, *e.g.* censorship, imprisonment and human rights violations should also be included for a balanced answer. Some candidates might assess how Castro has maintained power despite continuous economic problems, although recognizing that improvements have been made.

[0 to 7 marks] for vague or unstructured accounts.

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

[11 to 13 marks] for narrative framework with explicit focus on reasons.

[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.

23. Analyse the political or social developments in Canada between 1960 and 1981.

Candidates could address some of the following issues: universal suffrage for First Nations, the New Flag arguments, the Quiet Revolution; sectionalism in the 1970s; the domestic impact of the Vietnam War and the 1980 Quebec Referendum.

Do not expect all of the above, but reward answers with well-argued and supported arguments.

[0 to 7 marks] for vague or unstructured accounts.

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

[11 to 13 marks] for narrative framework with explicit analysis on political or social developments or coherent argument supported with adequate detail.

[14 to 16 marks] for coherent and well-structured answers supported by appropriate factual knowledge, although not all the aspects are addressed.

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

- 24. For what reasons, and with what results, were women’s movements active between the 1960s and the 1980s? Illustrate your answer with examples from *one* country of the region.**

Answers will vary according to the country. In general terms, however, it could be argued that women’s movements were fighting against traditional inequalities. The movement encouraged women to understand aspects of their own personal lives as deeply politicized, and reflective of what they considered a sexist structure of power. They were concerned with issues of equality, such as the end of discrimination in areas such as employment, education, salaries and equal rights under the law. The results also will vary according to the country and the type of movement or organizations which prompted the activism.

[0 to 7 marks] for sweeping generalizations or vague comments.

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

[11 to 13 marks] for explicit reasons and results.

[14 to 16 marks] for analytical answers which analyse reasons and results.

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

25. Assess the achievements of *two* regional trade agreements.

Candidates must explain which countries are involved and how the agreement works (what products are involved and what the agreement expects to achieve). Any regional trade agreements selected by the candidate may be accepted. Possible choices are: NAFTA, Pacto Andino, Mercosur, and CARICOM.

If only one regional trade agreement is selected mark out of **[12 marks]**.

[0 to 7 marks] for unsubstantiated generalizations.

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

[11 to 13 marks] for more effective focus on reactions to achievements.

[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.
