



# **MARKSCHEME**

**November 2009**

**HISTORY**

**Higher Level**

**Paper 3 – Americas**

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of IB Cardiff.*

**1. In what ways, and for what reasons, were the indigenous people of the Americas treated differently by the European colonizing powers?**

Candidates should discuss the actions of at least two of the colonizing powers. France, Spain and England are the most likely choices, though Portugal could also be included.

**In what ways** could include: conquest, eradication, separation, cooperation, enslavement, religious conversion and intermarriage.

**For what reasons** should discuss the motivations of the European powers and their respective settlers. These are likely to deal with economic, religious, demographic and geographic reasons.

*N.B.* This is a two part question. If only one part is addressed mark out of **[12 marks]**.

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

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

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

**[14 to 16 marks]** for soundly focused answers with strong, consistent analysis.

**[17+ marks]** for well-developed answers showing detailed knowledge and insight.

**2. Analyse the causes and consequences of the emergence of independence movements in *one* area of the region.**

Answers to the question will depend on the selected examples, but expect detailed knowledge and reference to specific events/people for the higher bands.

**Causes** may include administrative and economic reforms (taxation systems, trade restrictions) and colonial reaction to them often influenced by ideas such as those of the Enlightenment.

**Consequences** can be addressed by analysing declarations of independence, the creation of new governing institutions/the maintenance of colonial institutions and the replacement of their leaders by locals, social changes such as the creation of local armies, the rise of the military and, for Spanish America, the abolition of slavery and the outbreak of wars of independence.

Do not expect all of the above and credit any other relevant and accurate material as content will largely depend on the selected example.

*N.B.* This is a two part question. If only one part is addressed mark out of **[12 marks]**.

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

**[8 to 10 marks]** for descriptive accounts with implicit assessment, or analysis with limited reference to the country of choice.

**[11 to 13 marks]** for more explicit assessment of causes and consequences which make reference to specific events.

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

**[17+ marks]** for well substantiated answers showing in-depth understanding of causes and consequences.

3. **“The Caudillos that emerged in Latin America in the nineteenth century brought unity and centralized control to their countries.” With reference to *two* Caudillos, to what extent do you agree with this statement?**

Answers to this question will depend on the selected examples.

Candidates could address the conditions which brought about the rule of Caudillos: economic depression; breakdown of law and order; the militarization of society and how the selected Caudillos attempted to bring unity to fragmented societies. Some possible examples: Juan Manuel de Rosas in Argentina, Porfirio Díaz in México and Gaspar Rodríguez de Francia in Paraguay. Accept any selected examples providing that the question is relevantly addressed.

*N.B.* If only one Caudillo is discussed, mark out of **[12 marks]** but some imbalance in the treatment might be accepted.

**[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.

4. **Assess the importance of the Durham Report in the struggle by Canadians to achieve responsible government.**

Answers to this question may address the three “prongs” of the Durham Report: Union of the Canadas; separation of local and imperial affairs; responsible government. Candidates could state how each was used or how they influenced the movement to attain a British Cabinet type system. The actions of numerous Governor Generals, the Colonial Reformers and specific political actions by Robert Baldwin and Louis La Fontaine may be considered relevant to the task.

Candidates may address the question by viewing the Durham Report as contributing to the achievement of responsible government but could consider other important events that aided in its acceptance. Development of economic liberalism (free trade), political success in Britain of the Reformers and the repeal of the Corn Laws are examples of what might be discussed.

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

**[8 to 10 marks]** for descriptive accounts with implicit assessment or limited specific detail.

**[11 to 13 marks]** for more explicit assessment using specific detail and examples.

**[14 to 16 marks]** for a soundly focused and structured essay containing a detailed assessment which addresses the demands of the question.

**[17+ marks]** for answers containing a fully developed assessment while showing detailed knowledge and insight into the role of the Durham Report in achieving responsible government.

**5. Compare and contrast the conditions of enslavement in *two* areas of the region.**

A rather straight-forward question. Choices for comparison are likely to be the southern United States, Brazil, Cuba and Haiti. Candidates could focus on the treatment, the living conditions and working conditions of slaves. This could include, but is not limited to: the nature of the slave trade; the break-up of families, laws protecting slaves; the possibility of freedom and types of work done.

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

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

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

**[11 to 13 marks]** for more explicit comparisons of the conditions.

**[14 to 16 marks]** for more detailed knowledge with explicit comparisons.

**[17+ marks]** for well-developed answers with historiographical insight.

**6. To what extent were the aims of Reconstruction achieved by 1877?**

Candidates need to establish what the aims of reconstruction were and assess whether or not they were achieved. Some aims might be: revenge for the North and harsh treatment of the South; reuniting the country and protecting African-Americans. Revenge of the North could be implementation of Congressional Reconstruction and the military occupation of the South. The acceptance of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments and the readmission of the Southern states applies to reuniting the country. Regarding African-Americans, candidates could discuss the Freedman's Bureau and passage of the Civil Rights Act, but should also discuss Black Codes and the Ku Klux Klan. Knowledge of post-1877 events could also be included to evaluate the success or failure of Reconstruction.

*N.B.* If only the aims or the extent to which they were achieved are dealt with, award up to a maximum of **[12 marks]**.

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

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

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

**[14 to 16 marks]** for soundly focused answers with strong, consistent analysis.

**[17+ marks]** for well-developed answers showing detailed knowledge and insight.

**7. Evaluate the impact of labour and agrarian movements in *one* country of the region from the mid-nineteenth century to 1919.**

Answers will vary depending on which country is chosen. Most likely choices are the United States, Mexico and Canada. Award marks based on how well candidates deal with both aspects of the question. Some imbalance of treatment might be acceptable.

For the US, labour movements such as the Knights of Labour, Samuel Gompers and the American Federation of Labour (AFL), and Eugene V Debs and the American Railway Union attempted to improve working conditions, gain collective bargaining rights and the right to strike. For agrarian movements, answers might include: the Grange; the passage of Granger Laws; the formation of the Interstate Commerce Commission; the Southern Farmers' Alliance and eventually the Populist Party. All of these attempted to improve the farmers' plight. Both of these movements led to the success of the Progressives in the early twentieth century. Post-1900 also witnessed the beginnings of the Industrial Workers of the World (IWW).

For Mexico, labour and agrarian movements have their origins in *La Reforma* of Juarez. The Revolution and the Constitution of 1917 were the embodiment of the labour and agrarian movements in Mexico and later made an impact with: the Flores Magon brothers and the *Regeneration* publications; socialist and anarchist movements; labour unrest; the Cananea strike and the Zapatista movement.

For Canada, there are similar labour movements such as the Knights of Labour and the IWW and the emergence of a socialist party. Canadian agrarian movements had less of an impact as there were fewer farmers and a reliance on timber and fishing industries.

***N.B.*** If only one movement is dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for unsubstantiated generalizations, inadequate general answers or vague, inaccurate and irrelevant comments.

**[8 to 10 marks]** for narrative or descriptive accounts, unbalanced answers with implicit or undeveloped arguments.

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

**[14 to 16 marks]** for analytical well-focused, relevant, developed and balanced answers: some may not address all aspects of the question.

**[17+ marks]** for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

**8. Why did the Progressive Movement decline in the United States by the early 1920s?**

Candidates might discuss some of the laws brought about by the reformers and the leaders that promoted them as well as the specific conditions that brought the movement to an end. The question elicits the reasons for its decline and answers should be focused on that aspect, not on their rise. Aims could be discussed providing that it supports the argument that, once achieved, the movement declined.

By the early the 1920s Progressivism had declined because many progressive reforms had become law or been included in the major party platforms and the public had lost its enthusiasm for further reforms. Furthermore the American people had turned their attention from domestic matters to foreign affairs with the coming of the First World War. After the war a more apathetic approach to reforms became evident.

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

*[8 to 10 marks]* for descriptive accounts with implicit analysis, or limited specific detail.

*[11 to 13 marks]* for more explicit analysis of the reasons for decline.

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

*[17+ marks]* for answers showing detailed knowledge and insight into the reasons for the decline of the Progressive Movement.

**9. Assess the impact of positivism on governmental policy in *one* nation in the region between 1875 and 1900.**

Typical examples will be Argentina, Brazil, Chile and Mexico. Answers may include an explanation of positivism and examples of how these ideas were implemented by individual governments, stressing the impact of the philosophy on the government's decision making. The attempt to use scientific methods to create social and political policy (particularly under the banner of Order and Progress) may be discussed. Specific policy ideas should be addressed and will vary based on the nation selected.

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

*[8 to 10 marks]* for descriptive accounts with implicit analysis or limited specific detail.

*[11 to 13 marks]* for more explicit analysis and reference to the specific impact of positivism.

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

*[17+ marks]* for answers that are showing detailed knowledge and insight into the impact of positivism on government in the region.



**10. “Latin America became a sphere of influence of the United States by the 1930s.”  
Examine how the United States accomplished this.**

Candidates could discuss political and economic dependency and actions carried out through the different foreign policies of the United States’ presidents between 1898 and the 1930s. The Monroe Doctrine and its definitions might also be used in addressing the question.

Candidates are not asked to discuss each of the different policies used to establish the “sphere of influence”, but should understand the term, select and deploy relevant and well-supported examples.

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

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

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

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

*[17+ marks]* for well-developed answers showing detailed knowledge and insight.

**11. “The aims of the Mexican Revolution were consolidated by the Mexican government’s policies between 1930 and 1940.” To what extent do you agree with this statement?**

Candidates are required firstly to identify the aims of the Mexican Revolution in order to evaluate whether government policies between 1930 and 1940 reflected to them. Good responses are expected to establish links between the aims and policies. Candidates are not required to assess the impact of policies beyond the dates given.

The Mexican Revolution had several aims: the development of nationalism; the implementation of land redistribution policies; social and labour legislation; the expansion of the population’s access to education and to political representation and anti-clericalism.

Not all of these key goals were consolidated by the policies between 1930 and 1940. While between 1930 and 1934 the push for reform slowed down, Lázaro Cardenas (1934–1940) was responsible for policies reflecting several of the aims of the revolution: land redistribution; the promotion of government control over foreign owned companies; the implementation of nationalist policies involving Mexico's oil production; the organization of corporatist structures for trade unions; the nationalization of railways (1938) put under workers’ administration; the adoption of a free and compulsory educational system for all Mexicans; and policies of integration for the indigenous population. Mexico developed economically and was able to introduce a more democratic political system than the one the Revolution had aimed at overthrowing, even though it remained dominated by the Institutional Revolutionary Party (PRI).

The land redistribution and other policies did not however end the social inequality of Mexican society by 1940. Landowning classes remained highly influential in politics and the attempt to limit foreign influence in the country achieved limited success.

*N.B.* If only the aims or their consolidation are dealt with, award up to a maximum of **[12 marks]**.

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

**[8 to 10 marks]** for narrative accounts of aims and policies with limited linkage.

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

**[14 to 16 marks]** for a structured answer offering evaluation of different aims and policies.

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

**12. Assess the solutions attempted by *one* of the following in their efforts to combat their nation's respective economic problems during the Great Depression: Canadian Prime Minister R B Bennett, Brazilian President Getulio Vargas or United States President Franklin Roosevelt.**

**Canada:** answers could include: Bennett's attempt to use the tariff as a method of addressing the problems (hosting the Imperial Economic Conference of 1932); his belief in sound currency, hard money and a balanced budget; the Unemployment Relief Act, which attempted to address the problem, but established that the method of distribution became a provincial and municipal responsibility; the establishment of the Bank of Canada for greater economic stability; the development of work camps to deal with homeless, unemployed men which led to the On-to-Ottawa Trek and the Regina Riot. In assessing the solutions, answers may use the development of the Social Credit Movement and Bennett's later movement to a more "New Deal" style due to indications of the lack of success of earlier policies.

**Brazil:** answers may include: Vargas' attempts at implementing valorization measures in the coffee industry; attempts to diversify agriculture; moving toward industrialization through economic nationalism under a program of Import Substitution Industrialization (ISI) (using import quotas, tax incentives, lowered duties on imported machinery and low interest long term loans); use of strong centralized power to apply the reforms leading to the establishment of the *Estado Novo* (New State); implementing government planning and direct investment into important industrial sectors (Volta Redonda steel plant) and social and labour legislation, including an advanced labour code. Candidates may assess the solutions in a number of ways: statistical changes; political support and opposition; industrial success as indicated by trade *etc.*

**United States:** answers may address conditions of the early 1930s and then examine Roosevelt's New Deal policies (legislation such as the Emergency Banking Act or the National Recovery Act and alphabet agencies like the Commodity Credit Corporation (CCC), Home Owners Loan Corporation (HOLC), Public Works Administration) to determine their effectiveness in addressing the economic problems. The role of government planning and involvement in the economy may also be discussed and assessed through the investigation of specific New Deal programs (Social Security or Tennessee Valley Authority (TVA) as examples).

Answers should look at the specific programs initiated by the individual leader and make the connection to the success or impact of the program on the economic conditions of the individual nation.

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

**[8 to 10 marks]** for descriptive accounts with implicit assessment or limited specific detail.

**[11 to 13 marks]** for more explicit assessment using specific detail and examples.

**[14 to 16 marks]** for a soundly focused and structured essay containing a detailed assessment which addresses the demands of the question.

**[17+ marks]** for answers containing a fully developed assessment while showing detailed knowledge and insight into the solutions attempted by the leaders and their effectiveness.

**13. Examine the reasons for, and the effects of, the passage of the Canadian Military Service Act of 1917.**

**Reasons for:** answers may include material which addresses the heavy loss of life on the war front and the continuing need for replacements to maintain the commitment of troops Canada had agreed to provide. Examples of the reasons for the decrease in recruitment for service in the Canadian Corp include: stories of the brutality of war and life in the trenches; war factories, farms and mines needed more workers than ever; the bulk of eligible English speaking Canadians had already enlisted; French Canadians were enlisting at a much lower rate than their English counterparts. Prime Minister Borden’s inclusion in the Imperial War Cabinet and his attendance at the Imperial War Conference along with his visits to Canadian troops could be used as specific reasons for his decision to introduce the Military Service Act, and consequently, conscription.

**Effects of:** Candidates may address this section of the question by referring to a heightening of tension between those opposed to conscription and those in favour of it, particularly the divide between English and French speaking Canadians. They may also discuss the political actions of Borden through the Military Voters Act and the Wartime Elections Act as they apply to the Conscription Election in 1917. The Conscription Riots, division in the women’s movement over the right to vote and who would achieve it under these acts, and pressure placed on anyone opposed to conscription as being “a supporter of the Kaiser” are all examples of the effects. Candidates may also note that the time necessary to conscript and raise the troops limited their ability to be fully deployed and used by the end of the war in 1918.

*N.B.* This is a two part question, if only one part is discussed, mark out of **[12 marks]**.

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

**[8 to 10 marks]** for narrative accounts with implicit differentiation between reasons and effects.

**[11 to 13 marks]** for more explicit differentiation between reasons and effects and with specific detail.

**[14 to 16 marks]** for answers that are soundly focused on the reasons and effects, with consistent analytical skills, although the analysis may not be fully developed.

**[17+ marks]** for answers showing detailed knowledge and insight into the main features of “reasons for” and “effects of”.

**14. With reference to *one* example, account for the role of the Latin American military in domestic politics in the first half of the twentieth century.**

The question requires candidates to explain the reasons for increasing Latin American military involvement in politics and the impact on one country of their choice.

It was after the Depression in particular that the military began to play an influential role in Latin American politics. The crisis of the agro-exporting model led to social tension and economic crises in many countries which, in turn, contributed to political crises. Military interventions to deal with these took place across the region. Supporting evidence for this is the fact that six military coups against democratic governments were staged between 1930 and 1932 (Argentina, Brazil, the Dominican Republic, Bolivia, Peru and Guatemala)- several of these at the explicit request of some sectors of the civil society. Ecuador, El Salvador, Cuba, Bolivia and Chile are also appropriate examples for the question.

Political rule by the military often resulted in the implementation of industrialization and import substitution policies through state intervention as well as other nationalist policies, such as the expansion of military defence. In Argentina, the military contributed to bolstering the traditionally dominant landowning elite. In Brazil, the military played a significant part in the end of the First Republic. For Argentina, expect candidates to use Péron as an example. Reward candidates who make reference to his role in the military government before his election.

Arguments will vary depending on the country selected, but expect detailed reference to the events and policies in the selected country for the higher bands.

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

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

*[11 to 13 marks]* for more explicit analysis based on one country.

*[14 to 16 marks]* for answers that are focused, structured and well-supported.

*[17+ marks]* for analytical, structured and well-supported answers that show relevant and specific knowledge.

**15. Analyse the diplomatic and military role of *one* country in the region during the Second World War.**

Candidates should clearly analyse and give reasons for the military and diplomatic policies and contributions of one country in relation to the conflict. Answers will depend on the country selected, but both military and diplomatic contributions should be addressed. The US and Canada will prove popular choices and candidates should be able to provide detail on their diplomatic and military roles. Argentina, Brazil and Mexico might also be popular choices.

**Diplomatic role:** For the United States, candidates may address Cash and Carry, Lend-Lease and Atlantic Charter, as well as the Tehran, Yalta and Potsdam conferences. For Canada, close ties to Britain, exemplified by involvement in the Atlantic Charter, dominated diplomatic policy. Argentina and Chile opposed the breaking off of diplomatic relations with the Axis at the Rio de Janeiro Conference of 1942. Most other Latin American nations broke diplomatic relations with the Axis powers soon after that. Declaration of war upon the Axis by Latin American countries came later in the war. Argentina remained neutral until January 1944 but became a supplier to the US earlier in the conflict.

**Military role:** Militarily, Canada became involved in 1939 defending the Atlantic and convoying supplies to the British. US military participation may be addressed beginning with the defence of the Atlantic, the Destroyer for Bases agreement and involvement in Europe and the Pacific. Several countries in the region agreed to supply the US with raw materials. Brazil and Mexico, the greatest contributors by far, sent troops to assist the Allied war effort. Mexico supplied the Allies with valuable resources of oil, which led to the country becoming more involved in the Second World War when two of their ships were sunk as a result. The Mexican government allowed the transit of US troops on Mexican soil and waters. As for Brazil, the country also became a supplier for the Allies.

*N.B.* This is a two part question, if only one part is addressed, mark out of **[12 marks]** but allow certain imbalance between the sections.

**[0 to 7 marks]** for vague, unsupported answers, or answers which do not focus on a specific country.

**[8 to 10 marks]** for narrative of military and diplomatic roles.

**[11 to 13 marks]** for more explicit analysis based on one country.

**[14 to 16 marks]** for answers that are focused, structured and well-supported.

**[17+ marks]** for analytical, structured and well-supported answers that show relevant and specific knowledge.

**16. With reference to specific examples, analyse the relations between the United States and Latin America in at least *two* Latin American countries after 1945.**

This question aims to address the changes in the nature of relations between Latin America and the US in the context of the Cold War.

After 1945, US–Latin American relations were influenced by the former’s determination to prevent any state in the region being taken over by Communism. This can be analysed with reference to US intervention to overthrow Latin American governments which it perceived to be ideological threats. The overthrow of Arbenz in Guatemala (1954) and relations with Cuba are relevant examples of this. The establishment of mutual defence pacts between the US and countries in the region (*e.g.* TIAR/Rio Pact of 1947) or the establishment of the Organization of American States (OAS) (1948) can also be considered. The support of right-wing military dictatorships in Latin America can be discussed with the coup against Allende in Chile and the Pinochet dictatorship, the military dictatorship in Argentina (1976–1983) as relevant examples, among others. In the late 1970s and early 1980s, relations between US and some Latin American countries became tense as the former questioned the Human Rights policies of several countries- in the region as well as the fact that US opposed Latin American development of nuclear technology. Candidates focusing on the period post-1980 may refer to the increasing role of issues such as immigration and the war on drugs in the relations between US and Latin America. Economic issues such as trade relations and the debt of Latin America can also be considered.

Do not expect all of the above and credit any other relevant material or example. Solid answers should demonstrate knowledge of US–Latin American relations throughout the given period, as opposed to focusing only on the early Cold War years.

*N.B.* If only one country is dealt with, award up to a maximum of **[12 marks]**.

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

**[8 to 10 marks]** for descriptive accounts with implicit analysis, or limited specific detail.

**[11 to 13 marks]** for more explicit and specific analysis of relations.

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

**[17+ marks]** for well-developed answers showing detailed knowledge and insight of the topic.

**17. “In the post-Second World War era Canada’s international role has been one of mediator and peacekeeper.” To what extent would you agree with this statement?**

Candidates answering this question may address the numerous instances where Canada has served as either mediator or peacekeeper. Examples may include Canada’s involvement in the Suez Crisis, Congo, Cyprus, Rwanda and Bosnia. Reference may be made to the more than 100 000 Canadians who have served in more than 40 peacekeeping missions with over 100 peacekeepers losing their lives. Discussion of different leaders and their views, which at times varied on the role Canada should play, would be appropriate.

Candidates should clearly focus on Canada’s role as mediator instead of the actual conflicts themselves.

*[0 to 7 marks]* for unsubstantiated generalizations or if the candidate does not address the “to what extent” part of the question.

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

*[11 to 13 marks]* for more explicit assessment using specific detail and clearly referencing “to what extent”.

*[14 to 16 marks]* for a soundly focused and structured essay containing a detailed assessment which addresses the demands of the question.

*[17+ marks]* for answers containing a fully developed assessment while showing detailed knowledge and insight into the role of peacekeeping in Canadian external affairs.



**18. Compare and contrast Truman and Eisenhower with regard to their style of leadership and their ability to exercise political power in domestic issues.**

**For comparison:** Despite the different times and styles, both had successes and failures and their legacies are similar. Both left their stamp on the domestic affairs which remain on today's political landscape of politics today. Both have been the subject of "historical revisionism" and perceptions about their presidencies have changed. Although Truman was highly unpopular when he finished his term of office, today he is considered one of the "best" presidents of the United States. In time, even Truman's critics came to respect his many tough decisions and, in retrospect, admire his direct and frank character. Eisenhower's policies and their general acceptance by most voters were perceived as a bland consensus of ideas that would upset few. A commonly held view of the 1950s was that Americans had become complacent in their political outlook, a "silent generation" presided over by a grandfatherly and passive President Eisenhower. In recent years that view has changed. Historical research has revealed a president who used a hidden-hand approach to leadership. Behind the scenes, he was an active and decisive administrator who was in full command of his presidency.

**For contrast:** the ways and times in which they came to power and their different personalities might be key issues here.

Thrust into the presidency after Roosevelt's death in April 1945, Truman was faced with a nation undergoing tremendous transformation. The United States had gone from the worst depression in its history to unprecedented prosperity. Both the Depression and the Second World War accelerated social changes, altered the social landscape and increased the size and responsibility of the Federal government. How would the nation deal with the transformation back to a "normal" lifestyle? That was the task that awaited Truman. He attempted to continue in the New Deal tradition of his predecessor. Eisenhower, on the other hand, gained the presidency with 55 % of the popular vote and an electoral college landslide. The Republican slogan, "I like Ike", expressed the feelings of millions of middle-class Americans. In 1952, the last year of Truman's presidency, Americans sought relief from the Korean War, an end to political scandals commonly referred as "the mess in Washington," and enjoy mess of prosperity. In domestic affairs, Eisenhower's priority was to lay the foundation for a healthy economy by bringing the budget into balance, lifting wartime economic controls and taxes and arresting the trend toward "big government".

Truman's style of leadership was confrontational and somewhat temperamental. Rather than smoothing over the rough spots, the plain-spoken, hands-on president would exacerbate them. His blunt style exposed disagreements and created opposition. In contrast, Eisenhower was a compromiser who sought the "middle-way". He adopted a style of leadership that emphasized delegation of authority, although behind the scenes he was in charge.

Do not expect all of the above, but reward critical assessment and well-supported arguments. Candidates should focus on domestic and not foreign policy.

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

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

***[8 to 10 marks]*** for descriptive accounts with implicit comparisons and contrasts, or limited specific detail.

***[11 to 13 marks]*** for more explicit comparisons of style of leadership.

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

***[17+ marks]*** for answers showing detailed knowledge and linkage of the leaders.

**19. Assess the successes and failures of Nixon’s policy of détente.**

**Successes:**

United States and Soviet Union relations: Treaties such as SALT and the Helsinki Agreement have been seen as the central achievements of détente. Despite its limitations SALT marked the high point of the spirit of cooperation engendered by détente. Nixon visited Moscow in 1972 and 1974 and Brezhnev visited Washington in 1973. These visits were symbolic of the new accord between the superpowers.

United States and China relations: Nixon and Kissinger sought to improve relations with China. In 1972 Nixon visited China opening a new era in foreign relations. It was the first step towards the future decision to allow the People’s Republic of China to take up China’s seat in United Nations’ Security Council and expel Taiwan from the organization. The real value for the United States was the concern that closer US-China relations posed for the Soviet Union.

**Failures:**

Détente did not lessen the United States’ problems in Indo-China. Nixon had initially hoped that the rapprochement with both Moscow and Beijing might enable the United States to negotiate its way out of Vietnam with its honour and credibility intact. It did not work that way. North Vietnamese negotiators proved unwilling to limit their political goals to meet the needs of the superpowers. The Nixon administration’s periodic escalations of the war brought even more difficulties to any settlement. Washington and Hanoi finally reached a peace agreement in 1973. While it allowed for the final withdrawal of US troops, the agreement did not end the fighting. In 1975, North Vietnam launched an offensive against South Vietnam that led to the rapid collapse of a regime that over 58 000 Americans had died trying to protect from communism. Moreover, the pledges on the “Basic Agreement” on superpower conduct failed to prevent the clashes of US and Soviet interests – in the Middle East, in South East Asia, in Africa and elsewhere.

*N.B.* If only success or failures are dealt with, award up to a maximum of **[12 marks]**.

**[7 marks]** and under for unsubstantiated generalizations.

**[8 to 10 marks]** for descriptive accounts with implicit analysis, or limited specific detail.

**[11 to 13 marks]** for more explicit analysis of successes and failures.

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

**[17+ marks]** for answers showing detailed knowledge and insight into the main successes and failures of Nixon’s détente.

**20. How important were presidential actions to the US Civil Rights Movement between 1945 and 1965?**

Presidential actions could include: Truman’s Commission on Civil Rights and the integration of the Armed Forces; Eisenhower’s use of force in Little Rock; Kennedy’s support of the Freedom Riders and forced integration at University of Alabama and Johnson’s push for the Civil Rights Act and the Voting Rights Act. Candidates might also discuss presidential reluctance to get involved.

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

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

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

*[14 to 16 marks]* for soundly focused answers with strong, consistent analysis.

*[17+ marks]* for well-developed answers showing detailed knowledge and insight.

**21. With reference to specific examples, account for the emergence of Native-American activism in *one* country of the area during the latter half of the twentieth century.**

Answers will vary according to the selected country.

Some of the issues that could be mentioned are: the experience of the Second World War; access to education and communication; discontent with the conditions of Native-Americans; failures of the governments to provide satisfactory solutions for their needs and the influence of the Civil Rights Movement as well as other minorities activism.

Strong answers should mention specific cases and individuals.

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

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

*[11 to 13 marks]* for more effective focus on the emergence of Native-American activism.

*[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 explanations.

**22. Analyse the effects of the economic policies of *one* Latin American leader after 1959.**

Candidates are expected to identify and analyse the relevant economic policies of one leader in the given period. Arguments should be supported with detailed knowledge. Policies will depend on the selected example. No doubt Fidel Castro will be a popular choice but allow other leaders ruling at any point after 1959.

**Economic effects:** high levels of foreign indebtedness leading to critical situations of devaluation of national currencies; inflation; collapse of the purchasing power and unemployment; the rise of public expenditure, both on public works and on armaments and military equipment; the application of liberal trade policies that impacted negatively on local industries and extended the levels of unemployment and the replacement of foreign investment by foreign loans – which increased the problems of debt and the payments of interests.

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

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

*[11 to 13 marks]* for more explicit analysis of effects and reference to specific countries for some of the arguments.

*[14 to 16 marks]* for answers that are soundly focused and make use of examples, although the analysis may not be fully developed.

*[17+ marks]* for well-developed answers showing detailed knowledge and insight of the topic.

**23. Assess the impact of foreign investment and transnationals on Canadian economic policy between 1950 and 1975.**

The question requires the candidate to discuss the nature and extent of foreign investment and transnational involvement in Canada during the period and to assess if they influenced the nation's economic policy, and if so, how? Examples of issues that may be included in the answers are: Branch Plant Economy; the Pipeline Debate; the Gordon Commission; the Watkins Report of 1968; the Canadian Development Corporation and the Foreign Review Agency. Candidates should use specific examples of investment or transnational development and then link to government policy or reaction during the period.

*N.B.* If only foreign investments or transnationals are dealt with, award up to a maximum of **[12 marks]**.

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

**[8 to 10 marks]** for descriptive accounts with implicit assessment or limited specific detail.

**[11 to 13 marks]** for more explicit assessment using specific detail and examples.

**[14 to 16 marks]** for a soundly focused and structured essay containing a detailed assessment which addresses the demands of the question.

**[17+ marks]** for answers containing a fully developed assessment while showing detailed knowledge and insight into the impact of foreign investment on Canadian policy.

**24. With reference to two countries in the region, compare the legal effects of the rise to consciousness by minorities in each nation.**

Answers will vary according to the countries selected. Answers should look at the similarities and differences in how nations incorporated the rise to consciousness in their legal framework. Laws that were implemented and their effects on society should play a large role in the content of the answer, with candidates then making the comparisons on both the type of legal action and effects.

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

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

**[8 to 10 marks]** for descriptive accounts with implicit comparison or limited specific detail.

**[11 to 13 marks]** for more explicit comparisons of the legal effects.

**[14 to 16 marks]** for a soundly focused and structured essay containing a detailed comparison which addresses the demands of the question.

**[17+ marks]** for answers containing a fully developed comparison while showing detailed knowledge and insight into the legal effects of the rise to consciousness by minorities in the two nations.

**25. Account for the formation and development of NAFTA.**

North American Free Trade Agreement (NAFTA) was a response to an increasing desire to promote free trade between Canada, Mexico and the United States. It grew out of an earlier US–Canada free trade agreement. It was established in 1992, and implemented in 1994. Canadian Prime Minister Mulronney, US President Bush and Mexican President Salinas de Gortari worked out the agreement. There was opposition in all three countries, but it was approved. President Clinton won US Congressional approval after establishing separate environmental and labour agreements.

The agreement abolished the majority of tariffs on goods traded between the three countries, though some still remained. Agricultural tariff reductions were separate from NAFTA and were bi-lateral. NAFTA resulted in increased trade and investment between all three countries.

*N.B.* If only one part of the question is dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for unsubstantiated generalisations, inadequate general answers or vague, inaccurate and irrelevant comments.

**[8 to 10 marks]** for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

**[11 to 13 marks]** for narrative frameworks with explicit focus on the question. Arguments with limited examples and analysis.

**[14 to 16 marks]** for analytical well-focused, relevant, developed and balanced answers: some may not address all aspects of the question.

**[17+ marks]** for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

---