

# Markscheme

November 2017

History

Higher level

**Paper 3 – history of the Americas**

22 pages

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Apply the markbands that provide the “**best fit**” to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <li>• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</li> <li>• Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</li> <li>• Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>

1–3	<ul style="list-style-type: none"><li>• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</li><li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li><li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li></ul>
0	<ul style="list-style-type: none"><li>• Response does not reach a standard described by the descriptors above.</li></ul>

## Section 1 Indigenous societies and cultures in the Americas (c750–1500)

1. Discuss the role of warfare in maintaining and expanding the political organization of **one** pre-Columbian society.

Candidates will offer a considered and balanced review of the role of warfare in maintaining and expanding the political organization of one society in pre-Columbian America during, although not necessarily spanning, the period from c750 to 1500. Both beneficial and detrimental effects are relevant. Candidates will refer to maintenance and expansion in their responses; however, the treatment of each does not need to be equal. Candidates may argue that some societies were organized into independent city-states that fought against each other to maintain and extend their territory. They may also claim that success in war led to territorial expansion, increased the resources and contributed to the maintenance of the dominant society. Some societies, such as the Aztecs, exacted tributes and forced unequal trade relations upon the conquered territories. It may be suggested that wars weakened the political organization of a society and contributed to their defeat by the Spanish.

2. Compare and contrast the social structures of **two** indigenous societies.

Candidates will give an account of the similarities and differences in the social structures of two indigenous societies within the given period, referring to both societies throughout. Areas for discussion may include the wielding of power over a society, or how power was handed down from generation to generation. The existence of slavery, the role, status and rights of women, as well as customs, such as those relating to marriage, children and the elderly may also provide fruitful avenues of exploration. Some indigenous societies had a very complex social structure of class and status with many different layers while others had a very simple structure. As such, the societies chosen will influence the extent of comparison and contrast. The types of societies chosen, be they communal, individual, permanent, nomadic, urban or rural may also have an influence on the levels of comparison and contrast.

## Section 2 European explorations and conquests in the Americas (c1492–c1600)

3. “The exploration and conquest of the Americas had a negative economic impact on the indigenous populations.” Discuss.

Candidates will offer a considered and balanced review that includes a range of factors in order to assess the economic impact of the exploration and conquest of the indigenous people and determine whether this impact was positive or negative. Answers to this question will most likely focus on Spanish exploration and conquest, but accept any exploration and conquest from within the period. In nearly all cases in Latin America, conquest meant indigenous people lost their lands to the conquerors, and saw their cities, markets and fields destroyed. Natural resources of gold and silver were taken and sent back to Europe. In most cases, indigenous people were forced to mine these resources. Enslavement of the indigenous population was attempted, but generally failed. Later, this was replaced with the *repartimiento*, which tied indigenous people to specific land to work without economic compensation. While there may have been some benefits from the Columbian exchange, such as new crops and animals, these were mostly for the benefit of the conquerors, not the indigenous people.

4. Evaluate the impact of the Law of Burgos (1512) **and** the New Laws of the Indies (1542) on the indigenous populations of Spanish America.

Candidates will make an appraisal of the strengths and limitations of the Law of Burgos (1512) and the New Laws of the Indies (1542) on the indigenous populations under Spanish rule. In evaluating the effects, they must offer detailed and specific knowledge of both the laws and their impact on the indigenous populations of Spanish Americas. The Law of Burgos was the first codified legislation on the treatment of the indigenous populations. It instituted the *encomienda* to replace *repartimiento* or *mita*, and legislated the duties of the *encomenderos* towards the indigenous populations. Though it regulated the working and living conditions of the indigenous populations, exploitation persisted. The New Laws of the Indies aimed to protect the indigenous populations by addressing the ineffective application of the Law of Burgos, banning the creation of new *encomiendas*, providing for the dissolution of existing *encomiendas* and establishing additional safeguards for indigenous peoples. These too were mostly ignored.

**Section 3 Colonial government in the New World (1500–1800)**

5. “Colonial governments successfully overcame the economic challenges that they experienced.” Discuss.

Candidates will offer a considered and balanced review of the extent to which colonial governments were successful in overcoming economic challenges. Candidates may choose to address each of the challenges individually and gauge the extent to which each was overcome, or they may choose to focus on the challenges that were overcome and those that were not in discrete groups. They may choose to discuss different colonial governments separately or discuss them collectively. Candidates may discuss mercantilism and the control of trade. They may discuss that the “salutary neglect” of the British colonies allowed their colonial governments to address the economic challenges, while Spanish and French decisions were made by the crown. Taxation, smuggling, piracy, sanctioned trade monopolies, lack of economic diversification, and a shortage of labour were common economic challenges throughout the Americas and some or all of these may be mentioned.

6. Evaluate the reasons for resistance to governmental authority in the New World.

Candidates will make an appraisal of the reasons for resistance to governmental authority in the New World. British North America is a possible choice. The existence of local self-government from the early days of the colonies and the British practice of salutary neglect made colonists resentful of attempts at increased control by Great Britain. Other areas are also acceptable, but resistance in New France and New Spain was less common, although Haiti could be used. Candidates are not required to include all areas of the New World. They may consider political, economic, religious, geographic location or ideological reasons. Both long-term and short-term causes may be considered. The reasons varied from region to region and, whatever reasons are evaluated, the candidates will provide specific detail.

**Section 4 Religion in the New World (1500–1800)**

7. “The influence of the Catholic Church on the indigenous populations of the Americas was beneficial.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement. They may choose to address the beneficial and detrimental effects in discrete groups, or they may choose to focus on individual arguments. Candidates are expected to offer opinions and conclusions that are supported by appropriate evidence. The Catholic Church became a driving force in the Spanish conquest when the Pope awarded the Catholic monarchs the exclusive right of evangelization of the indigenous populations in 1493. This legitimized the conquest as a war against paganism. In French North America, the Church interacted with the indigenous peoples and attempted to evangelize them with mixed results. Candidates may argue that the religious beliefs of the indigenous populations were neither understood nor respected. The Catholic Church banned native religious ceremonies, destroyed their idols and forced entire groups to convert, sometimes by persuasion, sometimes by force. Some indigenous populations were moved into missions where religious orders taught them to read and write as well as different farming techniques. Some candidates may argue that the Catholic Church contributed to the protection of the indigenous populations, citing Bartolome de Las Casas.

8. Evaluate the impact of the religious orders in New France.

Candidates will make an appraisal of the impact of the various religious orders that operated in New France up to 1800. The impact could be social, economic or political. They should show a clear knowledge of the various orders and an understanding of the impact these orders had. Candidates might evaluate the impact of religious orders in general, but some orders are likely to be specifically identified. The Recollects were one of the earliest orders, arriving in 1622 and immediately reaching out to the Huron. By 1630, the Huron saw the Recollects as evil. Jesuits became the dominant order in New France. By the 1640s, thousands of Huron and Algonquin were converted to Christianity by the Jesuits. Candidates could identify the general purposes of the religious orders as conversion and control of the indigenous peoples. Whether either of these purposes was accomplished is debatable.



## Section 5      **Slavery and the New World (1500–1800)**

9. Evaluate the role of colonial powers in the establishment **and** expansion of slavery.

Candidates will make an appraisal of the role of colonial powers both in instituting and extending slavery in the region within the given period. In doing so, they must address both parts of the question, although some imbalance in the treatment of each may be allowed. They may address the establishment and the expansion of slavery in discrete groups or they may offer individual arguments for them. No approach is specified; however, candidates are expected to offer opinions and conclusions that are supported by appropriate evidence. Candidates may evaluate the role of colonial powers in establishing slavery of the indigenous populations, which, in most cases, failed. Slavery was also established to prevent local indigenous populations from fleeing and to serve the economic interests of colonial powers. Candidates may argue that the expansion of slavery from Africa was because of the decimation of the indigenous populations. Alternatively, they could discuss the introduction of slavery in British North America, which was a response to a shortage of labour as well as to British control of the slave trade.

10. Evaluate the methods **and** effectiveness of slave resistance in British North America up to 1800.

Candidates will make an appraisal of the strengths and limitations of the methods of slave resistance in British North America. They may discuss slave resistance from earliest colonial times up to 1800. Candidates must demonstrate a clear understanding of various types of slave resistance and make an appraisal of the effectiveness of that resistance. The most common forms were working slowly, breaking or losing tools, feigning illness, self-injury, infanticide, running away and slave rebellions. Effectiveness of slave resistance is open to interpretation. Some of the minor forms of resistance may have led to more accommodating treatment from the owner to end the resistance, but it may have led to harsher treatment to crush the will of the slaves. Candidates might suggest that slave resistance led to the growth of the abolitionist movement in the North. While both parts of the question will be addressed, accept some imbalance in their treatment.

**Section 6 Independence movements (1763–1830)**

11. Compare and contrast the methods used to gain independence in **two** Latin American countries.

Candidates will give an account of the similarities and differences between two independence processes within the given period referring to both processes throughout. No approach is specified. They may choose to address the comparisons and contrasts in discrete groups, or they may choose to focus on individual arguments. Candidates may compare and contrast some of the early political decisions of the independence process, resulting from events in Europe. They could compare and contrast the contributions of different social groups, of specific leaders' initiatives and methods, and the different methods by which the independent processes were financed. Candidates might also focus on the similarities and differences of the military campaigns and the significance of the armed confrontations with Spain. While candidates may refer to some of the events leading up to the independence processes, the focus of the question should be on the processes of independence.

**Note:** Cuban independence is not a valid example.

12. "Gaining independence improved the economy." With reference to **either** the US **or one** Latin American country, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement. The response may take any position with respect to the question. Factors which may be employed to determine the level of improvement may involve trade and investment, increases in territory, acquisition of resources and population, elimination of mercantilist restrictions on producers and merchants and the elimination of taxes from the mother country. On the other hand, it may be argued that independence led to the loss of access to the wealthier colonial power and other colonies in its empire, which may have made trade difficult for the independent country. It might also have brought additional costs such as defence and protection that had formerly been assumed by the colonial power, as well as led to conflicts with neighbouring states as the newly independent state was no longer protected by the colonial power.

**Section 7      Nation-building and challenges (c1780–c1870)**

- 13.** Compare and contrast the Articles of Confederation and the US Constitution of 1787.

Candidates will give an account of the similarities and differences of the specific characteristics of the Articles and the Constitution referring to both throughout. They may, for example, choose to address the comparisons and contrasts in discrete groups, or they may choose to focus on individual arguments. For comparisons, candidates might explain that both documents established a government for the United States. Both created a Congress, a method for passing legislation, for making amendments, for regulating foreign affairs, declaring war, establishing a post office and administering Indian relations. Both divided power between the states and the national government. For differences, the Articles had only a unicameral legislative branch of government, while the Constitution had three branches: a bicameral legislature, a judicial and an executive. The federal government was stronger, could pass taxes, regulate interstate commerce and raise an army. Candidates might also discuss the relative ineffectiveness of the Articles when compared to the Constitution.

- 14.** “The War of 1812 was caused by US expansionism and not by disputes over maritime rights.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement by determining whether US expansionism or disputes over maritime rights were most responsible for causing the War of 1812. Candidates may agree, partially agree or disagree with the statement, but their opinions and conclusions should be presented clearly and supported by appropriate evidence and sound argument. Candidates may argue that the desire to seize additional land was the most important reason as it would help satisfy the prevailing hunger for land and expansion in the United States and eliminate the British presence in Canada. The issue of maritime rights was an important issue not only in itself but as a matter of American honour and its recognition as a sovereign state. British interference with US trade with Europe was a serious matter, as was British use of force to recover its seamen from American ships (even though many of them were naturalized US citizens).

**Section 8 United States Civil War: Causes, course and effects (1840–1877)**

- 15.** To what extent did the crises of the 1850s contribute to the outbreak of the Civil War?

Candidates will consider the merits or otherwise of the suggestion that the crises of the 1850s contributed to the start of the Civil War. Candidates may discuss the events in chronological order or in order of suggested importance. While candidates might discuss some issues and events prior to 1850 or post 1859 as other contributors to the Civil War, the focus must be on evaluating the importance of the events of the 1850s. The Compromise of 1850, with its five different acts, might be seen as the beginning of the increased tensions between North and South. Other events could be the publication of Uncle's Tom Cabin, the Kansas-Nebraska Act and Bleeding Kansas, the Dred Scott case and the Lincoln-Douglas debates. John Brown's raid on Harper's Ferry may also be perceived as a crisis due to Southern reaction to it. The South's reaction to the growth of abolitionism in the North may also be referred to.

- 16.** To what extent did Reconstruction improve the lives of African Americans in the southern US?

Candidates will consider the merits or otherwise of the suggestion that Reconstruction improved the lives of African Americans in the southern US. Candidates could focus on the social, economic and political conditions faced by African Americans after the Civil War and determine whether Reconstruction improved these conditions. Most candidates are likely to indicate that Reconstruction did not improve the lives of African Americans, but some could argue that there were some improvements. Candidates are likely to discuss the passage of the 13th, 14th and 15th Amendments, The Freedmen's Bureau and the Military Reconstruction Act. By 1870, almost all the early successes were reversed. African Americans were denied the right to vote and black codes were established and enforced by the Ku Klux Klan. Many former slaves became sharecroppers, which was not much better than slavery. When Reconstruction ended in 1877, African-Americans were no longer slaves, but they were second-class citizens.

**Section 9      The development of modern nations (1865–1929)**

17. Discuss the reasons for changes in the role of women in **two** countries in the Americas.

Candidates will offer a considered and balanced review that includes a range of arguments and factors to explain the reasons for changes in the role of women within this period. These reasons may cover a wide range of possibilities, such as economic, religious, social, scientific, philosophical and political factors among others. Industrialization after 1865 was an important factor, as well as social and political movements. Responses will provide a range of reasons and not merely focus all their attention on one reason such as women's roles in the First World War. Candidates who wish to undertake this question should choose a country where there is adequate material to provide a range of reasons. If a candidate chooses to select a country in which there was little change in the status of women, they must provide a comprehensive analysis of the reasons for the lack of change.

18. Evaluate the level of success achieved by **either** Theodore Roosevelt **or** Wilfrid Laurier **or one** Latin American leader during this period.

Candidates will make an appraisal of the degree of success achieved by one of the stated leaders or a Latin American leader during the period by making an appraisal of the strengths and limitations of their actions. The question requires that the chosen leader's policies both domestic and foreign be considered, but not necessarily equally. These policies may relate to economics, legal issues, social and cultural initiatives, or constitutional matters among others. Foreign policy may relate to, for example, trade, alliances, conflicts, and national prestige. Success may be judged by the impact that the policies achieved, the degree to which they fulfilled the aims of the leader and/or the support that they achieved from the populace.

**Section 10 Emergence of the Americas in global affairs (1880–1929)**

19. “The expansionist foreign policies of the US were driven by economics rather than ideology.” Discuss.

Candidates will offer a considered and balanced review of the statement that expansionist foreign policies of the US were driven by economics rather than ideology. This question deals with the reasons for the expansion of the United States beyond its own borders and its acquisition of an overseas empire. After 1880, US business was concerned about the need for markets and sources of raw materials. Their expansion into Hawaii and the acquisition of territory in the Caribbean after the Spanish-American war was supported by US business interests. The work of Admiral Mahan in supporting a larger navy, overseas bases and the Panama Canal had a firm economic as well as strategic purpose. There were ideological reasons as well, as many in the US saw imperialism as their chance to spread US values, help civilize other states, and establish the US as a world power. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. “Wilson’s failure to gain US ratification of the Treaty of Versailles was due to his unwillingness to compromise”. To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that Wilson’s unwillingness to compromise led to the US Senate’s rejection of the Treaty of Versailles. Candidates should demonstrate a clear understanding of the reasons why the US Senate failed to ratify the Treaty of Versailles. They may refer to Wilson’s refusal to compromise on any points of the Treaty of Versailles when it was presented to the US Senate. Republican Senator Lodge, chairman of the Senate Foreign Relations Committee, and the Reservationists had several objections to the treaty and Wilson’s refusal to compromise ensured their opposition. This left Democrats with no room to negotiate with the Republican majority. Candidates may distinguish between political and ideological reasons, although it is not required. They may agree, partly agree or disagree with the statement, but their opinions and conclusions will be presented clearly and supported with appropriate evidence.

**Section 11      The Mexican Revolution (1884–1940)**

- 21.** Discuss the nature **and** significance of Mexico’s 1917 Constitution.

Candidates will offer a considered and balanced review of the nature and significance of the 1917 Mexican Constitution. The 1917 Constitution was a response to the desire to modernize the state and achieve compromise between the different factions of the Mexican Revolution. Candidates may indicate that the Constitution was influenced by the ideas of the French Revolution and the Enlightenment and that it established popular sovereignty, freedom of thought and of association. They may also refer specifically to Articles 3, 27, 123 and 130 of the Constitution. Each of these attempted to resolve a major issue in Mexico. Article 3 dealt with secular education and Article 27 with land reform and foreign land ownership. Article 123 provided some of the most advanced labour laws of the time and Article 130 dealt with the Catholic Church. Each of these had a major impact on Mexico’s future.

- 22.** “By 1940, Lázaro Cárdenas had achieved all of his aims.” Discuss.

Candidates will offer a considered and balanced review of the suggestion that Cárdenas had achieved all his aims by 1940. They may choose to address each of his aims individually and gauge the extent to which each was achieved, or they may choose to focus on the aims that were realised and those that were not in discrete groups. While no approach is specified, candidates are expected to offer opinions or conclusions that are supported by appropriate evidence. Cárdenas aimed at modernizing and industrializing Mexico. He also attempted to implement various parts of the 1917 Constitution such as land redistribution, increased workers’ rights and improved secular education. Cárdenas tried to integrate the indigenous populations by designing specific education and health programmes. Whether he was successful at these is debatable.

**Section 12      The Great Depression and the Americas (mid-1920s–1939)**

23. “The Great Depression was a significant challenge to democracy.” Discuss with reference to **one** Latin American country between 1929 and 1939.

Candidates will offer a considered and balanced review that includes a range of factors indicating whether the Great Depression was a significant challenge to democracy in one Latin American country. They should demonstrate a clear understanding of the actions taken to end the Great Depression and evaluate whether those actions adversely affected democracy. Conclusions should be presented clearly and supported by appropriate evidence. Candidates may argue that the Great Depression contributed to economic instability and rising levels of unemployment that in turn led to social unrest. In many countries in the region this unrest led to political repression, which included the banning of trade unions and the persecution of some political parties of the left. Candidates may argue that the Great Depression contributed to greater social inequality thus threatening the egalitarian concepts of democracy. The Great Depression led many people to look for solutions to their social and economic grievances to political parties of the far left and far right, as well as the military. All sides posed challenges to democracy.

24. Evaluate the impact of the Great Depression on women in **one** country in the Americas.

Candidates will make an appraisal of the impact of the Great Depression on women in any one country in the region. Candidates may, for example, choose to address the beneficial and detrimental effects in discrete groups, or they may choose to focus on individual arguments in their assessment. Candidates may argue that more women, both single and married, entered the workforce to help their home economies. However, wages were low and employment opportunities were often temporary or seasonal. Some candidates may argue that the working opportunities during the Great Depression did not offer women significant prospects for advancement but nonetheless, it became a starting point for a more active participation in the labour market and empowered them to make further social and political demands. Candidates may assess the impact of the Great Depression on different racial groups of women within the selected country. In some cases, men abandoned their families due to their unemployment, leaving women as head of the household.



**Section 13      The Second World War and the Americas (1933–1945)**

25. Evaluate the reasons for US use of atomic weapons against Japan.

Candidates will make an appraisal of the reasons for the decision of the US to deploy atomic weaponry against Japan. The reasons may cover a range of issues, be they political, military, strategic, emotional or scientific. Candidates might include the Japanese refusal to surrender and the American fear that an invasion of Japan would be very costly (financially and in the number of lives lost). They may also refer to the cost of building the bomb, the desire for revenge for Pearl Harbor, and the desire to show American power to the Soviets. The response should not discuss the results of the bombing on the war or subsequent events, nor should it describe the immediate effects of the bomb.

26. “During the Second World War, the economies of countries in the Americas were transformed.” With reference to **two** countries, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the Second World War brought notable change to the economy in two countries. Any two countries from the region may be discussed. The concept of change involves both short-and long-term changes. These changes may be either positive or negative in nature and may comprise a wide range of issues depending on the countries chosen. Issues covered may include industrialization, financial structures, government involvement, changes in the labour force, trade and balance of payments, the development of new products, technologies and/or movement of population. The changes that resulted are largely based on the extraordinary increase in demand for all types of products both raw and manufactured that the war created. Many suppliers of goods were no longer able to do so and the needs of the combatants had to be met from other regions.

**Section 14 Political developments in Latin America (1945–1980)**

27. Compare and contrast the responses of Latin American populist leaders in **two** countries to the challenges they faced.

Candidates will give an account of the similarities and differences in the responses of two Latin American populist leaders to the challenges they faced within the given period referring to both leaders throughout. Candidates may, for example, choose to address the comparisons and contrasts in discrete groups, or they may choose to focus on individual arguments. Candidates may address the responses of two leaders to the economic problems in their countries by comparing and contrasting protectionist policies, nationalization of resources and foreign companies, land redistribution, the extent to which infrastructure was developed and industrialization policies. Candidates may refer to social challenges such as illiteracy, malnutrition and social inequality in order to compare and contrast responses including educational reforms and improvements in healthcare. Policies addressing the role of women and minorities, urbanization and housing may also be addressed. Other areas for comparison could be labour legislation and trade union policies, relations with the Church, and foreign policy.

28. “The rise of guerrilla movements in Latin America can mainly be attributed to economic factors.” With reference to **one** Latin American country, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that economic factors were the main factor in the rise of guerrilla movements in one country during the given period. The focus should be on the role of economic factors; however, candidates should also discuss the contributions of other factors, such as political issues or the role of external forces, and may then conclude these played a more significant part in the rise of guerrilla movements. Candidates may argue that economic conditions such as unemployment, poverty and inflation contributed to the rise of guerrilla movements. They may refer to US influence and intervention, domestic political corruption and repression, and Marxist influence as other factors. Candidates may agree, partly agree or disagree with the statement, but their opinions and conclusions will be presented clearly and supported with appropriate evidence.

**Section 15 Political developments in the United States (1945–1980) and Canada (1945–1982)**

**29.** To what extent was Johnson's Great Society successfully implemented?

Candidates will consider the merits or otherwise of the suggestion that Johnson successfully implemented his Great Society domestic policies. This programme launched the war on poverty in the US and attempted to improve the quality of life. He passed important legislation in healthcare, education, housing, civil rights and in relation to the environment. His programmes encountered obstacles from interest groups who felt that they threatened their influence or who feared the expansion of government power. The success of the programmes was limited by the Vietnam War, which drained large amounts of money from the programmes, created inflation, which weakened the economy and distracted Johnson from maintaining the programmes. Overall however, he made fundamental changes in American domestic policy particularly in civil rights, healthcare, education and employment. Success may be judged by the degree to which his proposed policies were implemented or carried out.

**30.** Evaluate the impact on Canadian society of the governments of Pearson **and** Trudeau.

Candidates will make an appraisal of the impact that each leader had on Canadian society, weighing up the strengths and limitations of their administrations. Lester Pearson was prime minister from 1963–1968. Candidates may refer to his rebuilding of the Liberal Party, his leadership in a coalition government, and his social policies, such as healthcare and a pension plan. He also restructured the Canadian military, acted more strongly on the issue of Quebec separatism, approved the new Maple Leaf flag for Canada and kept Canada out of Vietnam. Pierre Trudeau was Prime Minister from 1968–1979 and 1980–1984. Candidates may refer to his handling of the FLQ Crisis and his use of the War Measures Act to resolve it. He gained passage of the Official Languages Act and led movements for constitutional reform, which brought the patriation of the constitution in 1982 as well as a Charter of Rights.

**Section 16      The Cold War and the Americas (1945–1981)**

- 31.** Discuss the reasons for the changing nature of US involvement in Vietnam from 1954 to 1975.

Candidates will offer a considered and balanced review of the reasons for the changing nature of US involvement in Vietnam during the given period. Opinions or conclusions should be presented clearly and supported by appropriate evidence. The changing nature could be interpreted as the amount of involvement as well as the type of involvement. The fear of communism and the containment policy were responsible for limited financial and military support for South Vietnam from 1954 through to 1960. Kennedy (1961–1963) greatly increased the number of military advisors and implemented the strategic hamlet programme. Using the Gulf of Tonkin Resolution, Johnson (1963–1968) changed American involvement to combat troops. This Americanization of the war significantly increased the number of US troops. The anti-war movement, the Tet Offensive and the presidential campaign of 1968 led Nixon (1969–1974) to adopt the policy of Vietnamization, decreasing US involvement. Candidates may also discuss the changing nature of strategy from heavy reliance on land forces to increased use of air power because of the anti-war movement and desire to limit US casualties.

- 32.** Discuss the reasons for, and the impact of, the Panama Canal Treaty of 1977.

Candidates will offer a considered and balanced review of the reasons for the US and Panama to negotiate the treaty and then discuss the impact of the treaty for both countries. Candidates must address both parts of the question, but accept some imbalance in the treatment of each. Opinions or conclusions should be presented clearly and supported by appropriate evidence. Reasons for the treaty could include anti-US riots in Panama, increasing tensions between the two countries and President Carter's desire to improve relations with Panama, specifically, and Latin America in general. Panamanian reasons include wanting to end US domination, a desire to control the important canal and to benefit economically. The treaty ended the Panama Canal Zone in 1977 and gave the canal to Panama in 1999. The US retained the right to defend the canal. Other effects were increased nationalism in Panama, better US-Panama relations as well as better US-Latin American relations in general. In the US, the treaty caused some political discord and a dislike of Carter for "giving away" the canal.

**Section 17      Civil rights and social movements in the Americas post-1945**

- 33.** To what extent did indigenous peoples in the Americas achieve their civil rights in the period after 1945?

Candidates will consider the merits or otherwise of the suggestion that indigenous peoples in the Americas achieved their civil rights in the period after 1945. In this context, civil rights may have a broad interpretation to include differences in the societies chosen for discussion. Civil rights may include economic and political rights, legal rights, property and land titles, access to education and social services, and support for the maintenance of culture and language. Racial and ethnic discrimination has also been an issue for indigenous peoples. This discrimination has led to limited access to jobs, social programmes, housing and education, all of which have severely affected the civil rights of indigenous peoples. Candidates must examine the ways in which governments or other groups have worked to limit, overcome or eliminate examples of this discrimination that has affected the well-being of indigenous peoples. Candidates will state a position about the relative level of success of the indigenous peoples in the countries chosen and provide relevant supporting content.

- 34.** Discuss the importance of US Supreme Court rulings in advancing the civil rights movement up to 1980.

Candidates will offer a considered and balanced review of Supreme Court rulings that affected the Civil Rights Movement up to 1980. They should demonstrate a clear understanding of the impact of Supreme Court rulings. Candidates could argue some rulings advanced the movement, while others hindered it. Candidates could discuss rulings affecting other minority groups beyond African-Americans. Conclusions should be clearly presented and supported by appropriate evidence. Most candidates will conclude that the Supreme Court rulings were paramount in advancing the civil rights movement, but accept alternative arguments that are well supported. Candidates may refer to *Plessy v. Ferguson* (1896), even though it is pre-1945, which legalized discrimination, as an impetus for the civil rights movement. Other cases that candidates may discuss include *Brown v. Topeka I* (1954) and *II* (1955), *Browder v. Gayle* (1956), *The Heart of Atlanta Motel v. United States* (1964) *Swann v. Mecklenburg* (1971) and *California v. Bakke* (1978).

**Section 18      The Americas (1980–2005)**

- 35.** Compare and contrast the factors that contributed to the democratization of **two** Latin American countries between 1980 and 2005.

Candidates will give an account of the similarities and differences in the factors leading to the transition to democracy of two countries in the given period referring to both countries throughout. Candidates may, for example, choose to address the comparisons and contrasts in discrete groups, or they may choose to focus on individual arguments. In doing so, they may refer to both internal and external contributing factors. Candidates may refer to economic factors such as foreign debt, recession, unemployment and inflation. They might discuss the loss of legitimacy of authoritarian leaders due to economic failures, violation of human rights or foreign policy failures, which contributed to demands for democratization. Candidates might also refer to the influence of the Catholic Church, the ending of the Cold War and the role of trade unions and businesses. The factors that contributed to democratization and their relative importance will vary depending on the countries chosen.

- 36.** Discuss the significance of the challenges faced by **two** Latin American countries following their transition to democracy.

Candidates will offer a considered and balanced review of the challenges faced by two Latin American countries following their transition to democracy. They should demonstrate a clear understanding of the many and diverse challenges faced by new democratic countries during the given period. The countries chosen must have previously been non-democratic. Depending on the countries chosen, economic challenges may include poverty, economic dependence, inflation and hyperinflation and rising foreign debt. Candidates may argue that the democratic governments faced the problems of social inequity, such as illiteracy, uneven distribution of land and housing. These issues were long standing in the history of many Latin American countries and it became a challenge to address them when combined with other economic problems. Other challenges that might be discussed are creation/restoration of a constitution, the restoration of personal freedoms and holding free elections. Multiple parties often resulted in a divided legislature, weakening governments' ability to act. Possible examples are Argentina, Brazil, Chile and Uruguay but other relevant cases are acceptable.

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