

Markscheme

November 2019

History

Higher level

Paper 3 – history of the Americas

21 pages

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

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"> • 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. • Knowledge is detailed, 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 effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • 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.
10–12	<ul style="list-style-type: none"> • 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. • 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. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • 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. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • 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. • 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. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	<ul style="list-style-type: none"> • 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. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none"> • Response does not reach a standard described by the descriptors above.

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

1. “Empires had a more efficient political organization than confederations.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that empires were politically more efficient than confederations. The political organizations may or may not have been contemporaneous with each other. Candidates may offer equal coverage of empires and confederations, or they may prioritize their discussion of one of them. However, both systems will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to succession procedures, levels of tribal sovereignty, political responses of empires and confederations to internal rivalries and other challenges, or long-lasting political organization. While other relevant factors, for example the influence of religious beliefs on political organization, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

2. Evaluate the impact of systems of exchange on **two** indigenous societies.

The question requires that candidates make an appraisal of the impact of systems of exchange in two indigenous societies, weighing up their strengths and limitations. A comparative approach between the two systems of exchange may or may not be used. The two indigenous societies may or may not have been contemporaneous with each other. The impact may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both societies, or they may prioritize their evaluation of one of them. However, two societies will feature in their response. Candidates may evaluate the contribution of the systems of exchange to labour specialization, developments in urbanization or in transport. Both strengths and limitations must be clearly indicated, but there does not need to be equal focus on each. While other relevant factors, for example the relationship between systems of exchange and territorial expansion, may be referred to, the bulk of the response will remain on the issue raised in the question.

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

3. Discuss the impact of Columbus’s exploration on the Americas.

The question requires that candidates offer a considered and balanced review of the impact of Columbus’s voyages of exploration on the Americas. The impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may refer to the religious impact and discuss the attempts to convert the indigenous peoples to Christianity. Candidates may refer to economic effects and discuss, for example, the exchange of goods or the tributes imposed on the indigenous peoples. They may also consider the impact of the establishment of the *encomienda* system on the indigenous population. They may discuss the response to the arrival of Columbus and refer, for example, to the burning of the settlement of La Navidad in Haiti. While other relevant factors, for example the impact of Columbus’s exploration on encouraging further voyages of discovery, may be referred to, the bulk of the response will remain on the issue raised in the question.

4. “Political instability was the most significant factor in the defeat of the Incas.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that political instability was the main reason for the defeat of the Incas. Causes for the Inca defeat may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss the extent to which the Inca Civil War (1527–1532) encouraged Pizarro to march to Cajamarca. They may discuss the political instability produced by the rivalries between the regions that supported Atahualpa and those supporting Huáscar. They may also refer to the role of Atahualpa in inviting the Spanish into Cusco. While other relevant factors, such as the Spanish technological superiority or the impact of European diseases on the Incas, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

5. To what extent did **two** colonial governments overcome political challenges?

The question requires that candidates consider the merits or otherwise of the suggestion that colonial governments overcame political challenges. The two governments may or may not have been contemporaneous with each other. A comparative approach may or may not be used. Candidates may refer to the challenges arising from the colonial governments' relations with their colonial ruler. They may consider challenges arising from the territorial divisions, for example, the creation of new viceroyalties and captaincies. They may also focus on the challenges presented by religious orders, indigenous people or the creoles. While other relevant factors, such as the impact of economic factors on the colonial governments, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the suggestion.

6. Examine the impact of Anglo-French rivalry on North America up to 1763.

The question requires that candidates consider the interrelationship between Anglo-French rivalry and events in North America up to 1763. The impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may consider the impact of Anglo-French rivalry on the military and trading alliances with the indigenous peoples or on fur and fish trade. They may refer to the territorial impact of the Treaty of Utrecht (1713). They may also examine the impact of the French and Indian Wars and of the Treaty of Paris (1763), which made Britain the dominant power in North America. They may also refer to the Proclamation Act (1763), which divided British colonies from indigenous lands, and examine the impact on both the indigenous people and colonists.

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

7. Evaluate the influence of the Catholic Church in Spanish and Portuguese America.

The question requires that candidates make an appraisal of the Catholic Church, weighing up the importance of its influence in Spanish and Portuguese America. The influence may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of Spanish and Portuguese America, or they may prioritize their evaluation of one. However, both regions will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the role of the Catholic Church in the conversion of indigenous peoples to Christianity and in the development of syncretism, its influence in education or in the abolition of indigenous slavery. Both importance and limitations must be clearly indicated, but there does not need to be equal focus on each. While other relevant factors, such as indigenous resistance, may be referred to, the bulk of the response will remain on the issue raised in the question.

8. “The political organization of religious orders was more successful than their economic organization.” Discuss with reference to **one** religious order in the Americas.

The question requires that candidates offer a considered and balanced review of the statement that religious orders were more successful at their political organization than at their economic organization. Candidates may offer equal coverage of political and economic organization, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may refer to the political and economic relationship of religious orders with indigenous groups and with European settlers. They may also discuss the extent to which the orders achieved political and economic autonomy. While other relevant factors, such as the expulsion of the Jesuits, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

9. Discuss the economic impact of slavery in the New World.

The question requires that candidates offer a considered and balanced review of the economic impact of slavery in the Americas. The economic impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may refer to the extent to which slavery was successful in either replacing or complementing indigenous labour. They may discuss the significance of slavery to the expansion of, for example, sugar and tobacco plantations. They may discuss the impact of slavery on other economic activities, such as mining. They may also discuss the economic impact of the slave trade itself. While other relevant factors, such as the living and working conditions of slaves, may be referred to, the bulk of the response will remain on the issue raised in the question.

10. Discuss the nature **and** impact of slave rebellions.

The question requires that candidates offer a considered and balanced review of the nature and impact of slave rebellions. Nature may predate the timeframe, but it must be clearly linked to the issue raised in the question. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of nature and impact, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may discuss the extent to which slave rebellions were violent, popular or spontaneous in nature. For impact, candidates may discuss the extent of success of the rebellions, their impact on slave legislation or their contributions to further rebellions in other regions of the Americas. While other relevant factors, such as the Haitian Revolution (1791–1804), may be referred to, the bulk of the response will remain on the issue raised in the question.

Section 6: Independence movements (1763–1830)

11. With reference to the period from 1763 to 1776, discuss the crises that led to the thirteen British colonies in North America declaring independence.

The question requires that candidates offer a considered and balanced review of the crises that occurred in the British colonies that led them to declare independence. While there may be events prior to 1763 that led to the crises, the crises themselves must be within the timeframe stated. Candidates may refer to the crises in chronological order or in order of importance. They might discuss the political and economic changes that occurred after the ending of the French and Indian War. These could include the Proclamation Line of 1763, the end of salutary neglect and increased taxation upon the colonies, such as the Sugar Act, the Stamp Act, and the Tea Act. Other events that could be discussed are the Boston Massacre, the Coercive Acts, the First and Second Continental Congresses as well as the later military engagements at Lexington, Concord and Bunker Hill.

12. Compare and contrast the independence processes in **two** Latin American countries.

The question requires that candidates give an account of the similarities and differences between the independence processes in two Latin American countries, referring to both throughout. The two processes may or may not have been contemporaneous with each other. Candidates may compare and contrast the role of political or intellectual elites. They may refer to the role of Latin American *juntas*, the Catholic Church, indigenous people or *mestizos* in both processes. They may compare and contrast the role of foreign nations, their military contributions or the role of foreign volunteers. Candidates may compare and contrast the violence involved in each process or the contributions of individual leaders. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

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

13. “*Caudillos* offered an effective response to the challenges of independence.” Discuss with reference to **one** *caudillo*.

The question requires that candidates offer a considered and balanced review of the statement that *caudillos* responded effectively to the challenges that came with independence. Candidates may refer to a *caudillo* who achieved some economic progress after the wars of independence or may discuss a case in which a *caudillo* compromised economic development. They may discuss the extent to which a *caudillo* was effective at preventing territorial disintegration by suppressing domestic opposition or challenges from foreign powers. Candidates may also discuss whether the *caudillo* promoted some extent of democracy or whether they overlooked legitimacy. While other relevant factors, such as the reasons for the challenges, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

14. Examine the causes and effects of the 1837 rebellions in Canada.

The question requires that candidates consider the interrelationship between the causes and effects of the 1837 rebellions in Canada. Causes may predate the timeframe and the effects may extend beyond the timeframe, but both must be clearly linked to the issue raised in the question. Candidates may differentiate between causes and effects in Upper Canada as opposed to Lower Canada or they may group causes and effects together for both. Causes could include land distribution policies, commercial and industrial policies and the power of the Church of England for Upper Canada. For Lower Canada, causes relate to Anglo-French disputes over control of the government. Effects of the rebellions are the Durham Report and its proposal for uniting the two colonies into the Province of Canada and eventually a more democratic government.

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

15. Examine the arguments for **and** against slavery in the United States during the period.

The question requires that candidates offer a considered and balanced review of arguments used by those opposed to slavery and those in favour of slavery during the studied period. Candidates may offer equal coverage of both sides of the debate or they may prioritize their discussion of the arguments. Abolitionists' arguments included the immorality and brutality of slavery; the dichotomy between American ideas of freedom and equality and slavery; the economic stagnation that it caused the South. Pro-slavery arguments from the period included historical and biblical justification; constitutional recognition of slavery; scientific justification of racial inferiority; the social justification that slaves were being provided for, which they couldn't do themselves. While other relevant arguments could be included, such as maintaining or diminishing the power of slavocracy, the bulk of the response will remain on the issue raised in the question.

16. "Sectionalism was the main cause of the Civil War." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that sectionalism was the main cause of the Civil War. A comparative approach may or may not be used. Sectionalism was the divide between the northern states and the southern states, where all issues were seen as benefitting one but not the other. This divide was the result of disagreements over the expansion of slavery, tariffs and the enforcement of fugitive slave laws. Other examples of sectionalism could be the Wilmot Proviso, the Compromise of 1850 and the Kansas–Nebraska Act. While other causes, such as economic differences, cultural differences, the issue of states' rights and slavery, may be referred to, the bulk of the response will remain on the issue raised by the question. Candidates may agree, partly agree or disagree with the statement.

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

17. Evaluate the impact of urbanization on the development of **two** countries of the Americas.

The question requires that candidates make an appraisal of urbanization in two countries, weighing up the strengths and limitations. The two processes of urbanization may or may not have been contemporaneous with each other. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries, or they may prioritize their evaluation of one. However, both countries will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the contribution of urbanization to economic modernization, housing, urban planning or transport. They may evaluate the impact on demands for social and political reform. They may refer to social or racial conflicts emerging from urbanization. Both strengths and limitations must be clearly indicated, but there does not need to be equal focus on each. While other relevant factors, such as the rise of trade unions, may be referred to, the bulk of the response will remain on the issue raised in the question.

18. Discuss the factors that influenced developments in the arts in **two** countries of the Americas.

The question requires that candidates offer a considered and balanced review of the factors that influenced developments in the arts in two countries. Factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. A comparative approach may or may not be used. Candidates may refer to the influence of European movements, such as Realism, in literature and visual arts. They may discuss the motivations to produce art with a national identity and refer to the rise of, for example, Nativism. Candidates may discuss the influence of social and political ideas, as seen, for example, in the work of Mexican muralists. While other relevant factors, such as US–Latin American tensions, may be referred to, the bulk of the response will remain on the issue raised in the question.

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

19. “Economic interests led to the entry of the US into the First World War.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that economic interests led to the US entry into the First World War. Reasons for US entry may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to economic interests of American banks wanting to insure repayment of loans to the Allies and of American armament manufacturers and other industries in the US that had profited from selling to the Allies and who would continue to profit from US entry. Other reasons for US entry could be the resumption of unrestricted submarine warfare by the German Navy, the proposed alliance with Mexico in the Zimmerman Telegram, and Wilson’s desire to be at the peace table when the war was over. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

20. Evaluate the economic impact of the First World War on **two** countries of the Americas.

The question requires that candidates make an appraisal of the economic impact of the First World War on two countries of the Americas. A comparative approach may or may not be used. The impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. The question does not require that the countries chosen were involved militarily, though they certainly could have been. Likely choices are the United States, Canada and Brazil, but accept any other relevant country for which an economic impact can be shown. Candidates may refer to industrial growth in war industries, agricultural expansion and increased sales. If the chosen country entered the war, candidates are likely to discuss the economic growth as a result of increased wartime spending. Candidates may offer equal coverage of the two countries or they may prioritize their evaluation of economic impact on one.

Section 11: The Mexican Revolution (1884–1940)

- 21.** Evaluate the contribution of Porfirio Díaz to the outbreak of the Mexican Revolution.

The question requires that candidates make an appraisal of the contributions of Porfirio Díaz to the outbreak of the Mexican Revolution, weighing up his importance or otherwise. Some factors may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to Díaz's personalistic dictatorship, his disregard for the 1857 Constitution and his use of repression. They may refer to social inequality and poverty under his rule. They may also refer to the issue of Díaz's succession. Both Díaz's importance and limitations must be clearly indicated, but there does not need to be an equal focus on each. While other relevant factors, such as the rise of new political figures, may be referred to, the bulk of the response will remain on the issue raised in the question.

- 22.** Examine the aims and achievements of Pancho Villa during the Mexican Revolution.

The question requires that candidates consider the interrelationship between the aims and achievements of Villa and the Mexican Revolution. Candidates may offer equal coverage of aims and achievements, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. Candidates may consider Villa's opposition to the Porfiriato, his determination to see revolutionary reforms enacted fully or his support for a land reform in Mexico. Candidates may examine Villa's effective military leadership of the Division of the North and refer to his victories, for example at the battle of Zacatecas or his entrance to Mexico City in 1914. While other relevant interrelationships, such as the methods used by Villa, may be considered, the bulk of the response will remain on those raised in the question.

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

23. Compare and contrast the responses of Herbert Hoover and Franklin D Roosevelt to the Great Depression.

The question requires that candidates give an account of the similarities and differences between Hoover and Roosevelt in terms of responses to the Great Depression, referring to both throughout. Candidates may refer to the actions taken by each president during their term of office. For similarities, both presidents thought government should take some action, but at different levels of government and in different quantities. Both provided aid to banks and industry, and both offered public works programmes. In contrast, Hoover's responses were much smaller and less effective; whereas Roosevelt's were much larger, and, at least temporarily, more effective. Candidates might add that Hoover's responses were limited because he thought the economy would correct itself, whereas Roosevelt felt government intervention was necessary. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

24. Evaluate the effectiveness of the response to the Great Depression in **one** country in Latin America.

The question requires that candidates make an appraisal of the response to the Great Depression in one country in Latin America, weighing up the strengths and limitations of that response. Candidates may refer to any Latin American country that suffered from the Great Depression. Probable choices include Brazil, Argentina and Mexico. For Brazil, candidates could discuss the responses of Vargas with import substitution industrialization (ISI) and *Estado Novo*. For Argentina, the *Concordancia* and ISI could be discussed. For Mexico, the responses by the Maximato and, later, Cárdenas could be discussed. Both strengths and limitations must be clearly indicated, but there does not need to be an equal focus on each.

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

25. “The contributions of countries in the Americas to the Second World War were limited.” Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that the contributions of countries in the Americas to the Second World War were limited. Candidates may offer equal coverage of both countries or they may prioritize their discussion by the amount of contributions. A comparative approach may or may not be used. Candidates may refer to economic, diplomatic or military contributions. Canada, the United States and Brazil are likely choices for candidates who disagree with the quote. Many other countries in the Americas could be used to agree with the quote. Candidates might use one country with heavy involvement and another with limited involvement to show the differences between countries in the Americas. Candidates may agree, partly agree or disagree with the statement.

26. Discuss the social impact of the Second World War on **one** country in the Americas.

The question requires that candidates offer a considered and balanced review of the social impact of the Second World War on one country in the Americas. The social impact may extend beyond the Second World War, but it must be clearly linked to the issue raised in the question. The social impact of the Second World War on one country will certainly vary depending on which country is chosen. Some common themes that could be mentioned include impact on women, families, minority groups, society as a whole, personal liberties, the arts and media, culture and government. While other relevant factors, such as political or economic factors, may be referred to, the bulk of the response will remain on the issue raised in the questions.

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

27. “Fidel Castro’s social and cultural policies were more successful than his economic policies.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Castro’s social and cultural policies were more successful than his economic policies. The impact of Castro’s policies may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social/cultural and economic policies, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may consider the achievements of education reforms, health policies, policies towards women or racial policies. They may discuss the impact of the agrarian reforms or of economic programmes, such as Guevara’s moral incentives; the Revolutionary Offensive (1968) or the “Year of the 10 Million Ton Harvest” (1970). Candidates may refer to Cuba’s economic dependence on the Soviet Union. While other relevant factors, such as relations with the US and the USSR, may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

28. Compare and contrast the rise to power of **two** populist leaders in the Americas.

The question requires that candidates give an account of the similarities and differences in the rise to power of two populist leaders, referring to both throughout. The two leaders may or may not have been contemporaries with each other. Reasons leading to their rise may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may compare and contrast the leaders’ relationships with the urban working classes, existing political parties or the Catholic Church. They may refer to the leaders’ appeals to popular discontent with, for example, existing military rule or fraudulent governments. They may compare and contrast ideological factors, the role played by charisma, the use of the media and mass rallies. Both similarities and differences must be clearly indicated, but there does not need to be an equal number of each.

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

29. “Kennedy failed to implement his New Frontier programme.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Kennedy failed to implement his New Frontier programme. Candidates need to determine whether or not Kennedy implemented the policies of the New Frontier. Candidates may indicate that Kennedy was able to get some policies enacted but failed in others. Achievements could include raising the minimum wage; increasing social security benefits; creating the Peace Corps; signing the Equal Pay Act of 1963; increasing the budget for NASA and the race to the moon; providing support for the civil rights movement. However, a coalition of Republicans and Southern Democrats defeated national health insurance for the elderly and the poor; voted against increased federal spending for education and for conservation programmes and against civil rights legislation. Candidates might indicate that many of these were later passed under Johnson to honour Kennedy, but they were not accomplished as part of his New Frontier. Candidates may agree, partly agree or disagree with the statement.

30. Evaluate the impact of Nixon’s domestic policies.

The question requires that candidates make an appraisal of the impact of Nixon’s domestic policies, weighing up their strengths and limitations. The impact may extend beyond Nixon’s administration, but it must be clearly linked to the issue raised in the question. Candidates may discuss the creation of environmental programmes, such as the Environmental Protection Agency and the Clean Air and Clean Water Acts. Other domestic policies could be the creation of the Family Assistance Plan and increases in Social Security, Medicaid and Medicare. On civil rights matters, Nixon preferred to let states, rather than the federal government, determine how to end segregation. Economically, Nixon was faced with a combination of inflation and recession, which became known as stagflation. He increased tariffs and implemented wage and price freezes to control the economy. Candidates need to evaluate the impact of these programmes, and that impact could be social, economic or political.

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

31. Evaluate the reasons for US participation in the Korean War.

The question requires that candidates make an appraisal of the reasons for US participation in the Korean War, weighing up the importance or limitations of those reasons. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to US participation as a result of Truman’s containment policy, his desire to protect South Korea from North Korean aggression and a fear that it was orchestrated by Stalin and communist expansionism. They might also include Truman’s reluctance to allow another country to fall to communism after Mao’s victory in the Chinese Civil War. A desire to show that, unlike the League, the United Nations would act against aggression could also be stated.

32. Examine the impact of the Cold War on the foreign policy of **either** Canada **or one** Latin American country.

The question requires that candidates consider the interrelationship between the Cold War and the foreign policy of either Canada or one Latin American country. The response does not have to include the entire timeframe of the Cold War and is more likely to focus on particular events relevant to the country chosen. During the Cold War, Canada was closely aligned with the United States and thus was involved in several projects and organizations such as NATO and NORAD. However, Canada did not always agree with the US and openly expressed differences regarding Cuba and Vietnam. Any Latin American country is acceptable, but most will probably focus on Cuba and Castro’s revolution. Candidates may refer to Castro’s rejection of US interference, his closer ties with the Soviet Union, and eventually his leadership in the Non-Aligned Movement. Whichever country is chosen, candidates must examine the impact of the Cold War on foreign policy.

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

- 33.** Examine the tactics and successes of African-American civil rights organizations up to 1965.

The question requires that candidates consider the interrelationship between the tactics and successes of African American civil rights organizations up to 1965. Candidates may offer equal coverage of tactics and successes or they may prioritize their examination of successes. However, both aspects will be a feature of the response. Candidates may refer to several African American civil rights organizations, such as CORE, NAACP, SCLC and SNCC. Tactics could be court case challenges to segregation, economic boycotts, forced school integration, sit-ins, interstate bus rides, marches and voter registration drives. Specific examples for successes could be *Brown v. Board of Education*, the Montgomery Bus Boycott, Little Rock, Greensboro sit-ins and the March on Washington. Less successful examples could be the Freedom Rides, marches in Albany and Selma, and many school districts that closed rather than integrate. While other relevant interrelationships, such as tactics and leadership, may be considered, the bulk of the response will remain on that raised in the question.

- 34.** “Feminist movements had a positive impact on societies in the Americas.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that feminist movements had a positive impact on societies in the Americas. The feminist movements may or may not have been contemporaneous with each other. They may offer equal coverage of several feminist movements in different countries or they may prioritize their discussion based upon the impact of the feminist movements. Candidates may refer to the impact in social, economic, legal or political terms. Candidates may refer to feminist movements in the United States, Canada, Argentina, Cuba or any other country in the Americas with notable feminist movements. While the impact will be dependent upon the countries chosen, there are some commonalities across the region that might be addressed. Economic and educational opportunities, voting rights and political participation, divorce laws, reproductive rights, elimination of gender discrimination and attitudes towards sexual harassment are all areas that could be discussed.

Section 18: The Americas (1980–2005)

- 35.** Discuss the post-transition challenges experienced by **two** countries of Latin America.

The question requires that candidates offer a considered and balanced review of the post-transition challenges experienced by two countries of Latin America. The two countries and the post-transition challenges they faced may or may not have been contemporaneous with each other. The challenges experienced will be dependent upon the countries chosen, but candidates should be aware of the multitude of diverse challenges faced during the post-transition period. The challenges may predate the post-transition timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to economic challenges such as poverty, foreign debt, inflation and economic dependence; political challenges such as weak political institutions, creating a constitution and disenfranchisement; social challenges such as inequality, illiteracy and multiple ethnicities.

- 36.** “Economic cooperation in the Americas was beneficial to the region.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic cooperation in the Americas was beneficial to the region. Candidates are expected to discuss examples of economic cooperation such as NAFTA, CAFTA or other agreements and determine whether those agreements have been beneficial to the region. For NAFTA, trade between the three countries has quadrupled since 1994, but there have been other inequalities as a result of the agreement. Candidates may refer to smaller examples of economic cooperation within the region, but those examples should still discuss whether they were beneficial for the nations involved. Candidates may agree, partly agree or disagree with the statement.
