

Markscheme

November 2020

History

Higher level

Paper 3 – history of the Americas

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 <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-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 suivante : <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-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: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-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. Compare and contrast the political organization of **one** non-sedentary and **one** semi-sedentary society.

The question requires that candidates give an account of the similarities and differences of the political organization between one non-sedentary and one semi-sedentary society, referring to both throughout. In both cases candidates may refer to a lack of enough resources limiting the size of the population and, in turn, the complexity of the social and political hierarchy. Semi-sedentary societies did not develop states and were commonly led by chiefs who shared power with village councils. Candidates may contrast this condition with non-sedentary societies where continual migration prevented the development of a political hierarchy and alliances. Candidates may also compare the extent to which women enjoyed authority in both cases since family identity was calculated through the female line and they were seen as those in charge of gathering food. Candidates may refer to the populations from the west of the Mississippi River, the small islands in the Caribbean, the least fertile parts of South America, those located in the eastern half of North America and parts of the American Southwest, the large islands of the Caribbean, and central and eastern South America. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the nature of landholding in **two** indigenous societies.

The question requires that candidates consider the interrelationship between the nature of landholding in two indigenous societies. Candidates may state that the indigenous societies had a special relationship with the land, that was not linked to the notion of private property and that it was usually considered as sacred. Candidates may refer to centralized societies like the Aztecs where the population was divided into clans and each one was allocated with a temple and lands for agriculture purposes. They may also refer to the Inca Empire, where the land was considered a possession of the state and plots were allocated to communities of peasants (*ayllus*) that oversaw their management and the payment of taxes to the Empire. Throughout the Americas, there were also numerous communities that performed a mixture of hunter-gathering and agriculture activities. In those cases, the access to land depended on the family or the communal use and there were no permanent landholding or territorial claims. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “For Europeans in the Americas, the acquisition of gold and silver was more significant than acquiring land.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that for Europeans in the Americas, the acquisition of gold and silver was more significant than acquiring land. To support the statement candidates may refer to the search for precious metals as the main aim that moved Columbus to explore new sea routes in order to avoid encounters with Muslim ships; to replace depletion of African mines and to supply the European need for gold and silver to mint coin; to pay the bureaucracy and army; to pay loans and for luxury purposes. Candidates may also claim that the search for precious metals was what propitiated the initial exploration and conquest of the territory in the Americas. Candidates may challenge the statement by referring to the search for land as the main goal, especially for the lower nobility, conquerors of poor origins and the emerging bourgeoisie. They may also argue that the acquisition of lands was important to boost the prestige of the European courts and to supply many products required in Europe, such as species of animals and wood. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Examine the impact of conquest in the Americas on indigenous women.

The question requires that candidates consider the interrelationship between the conquest in the Americas and its impact on indigenous women. Candidates may refer to a wide range of situations from indigenous women who enjoyed status in local communities and were married to conquerors as part of treaties or pacts, to the cases of those who were taken or relocated to work under European jurisdiction. Candidates may consider that in the Americas, the destruction of native family ties and matrilineal organization left women from many native communities in a vulnerable condition. Candidates may also refer to the compulsory introduction of Christian marriage and the approval of mixed marriage between native women and European men in 1514 that affected their role and status. Other relevant interrelationships may be considered, for example the separation of many women from their communities to live and work for Europeans as domestic servants, peasants, weavers, etc. This forced cohabitation with Europeans led to a process of acculturation and many women became a vector between native and European cultures. It also led to the birth of *mestizos*. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. Evaluate the rule of the Braganza in Portuguese America.

The question requires that candidates make an appraisal of the Braganza rule in Portuguese America, weighing up its strengths and limitations. Candidates may reference as strengths the establishment of an Overseas Council to better control the colonies, the ability to better defend and regain territory (like the regaining of Pernambuco from Dutch control), and the discovery of gold and diamonds that increased the resources of the dynasty. Candidates may also refer to the Pombaline reforms, which improved production and trade between Portugal and the colonies, boosted the Brazilian economy and centralised decisions and taxes. As limitations, candidates may refer to the conflicts with military divisions and the expansion of a new local elite in Brazil that challenged the Braganza policies. Other relevant factors may be addressed, for example the political conflicts and competitions in Portugal that allowed for a stronger local administration in Rio de Janeiro. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the impact of mercantilism on **one** colonial government in the New World.

The question requires that candidates make an appraisal of the impact of mercantilism on one colonial government in the New World, weighing up its strengths and limitations. Candidates may refer to mercantilism as the economic theory based on the idea that the wealth of a state depended on the amount of precious metals it could accumulate; promoting the reduction of imports; the expansion of exports; or the state's intervention to control, regulate and limit business. This led to the application of several measures in colonial America to reinforce the presence and authority of the mother country. Due to its requirements of precious metals, the first impact of mercantilism was a stimulus for colonial expansion over new lands in search for mines. Mercantilism was also responsible for several policies that controlled production and trade in the colonies, banned industrial activities to protect European factories and regulated trade. This created a division of labour between the colonies and the imperial countries. While the colonies were supposed to provide metals and raw materials, the imperial countries produced manufactured goods. Candidates may refer to the limitations established by mercantilism as a cause of discontent for businessmen in the New World that eventually led to revolutions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Evaluate the political impact of the Catholic Church in Spanish America.

The question requires that candidates make an appraisal of the political impact of the Catholic Church in Spanish America, weighing up the strengths and limitations. Candidates may refer to the role of Pope Alexander VI, who in 1493, granted the Castilian kings the right to conquer America under the obligation to Christianize the population. They may also refer to the aid the Catholic church provided to legitimize the new Spanish authorities, presenting kings and conquerors as new rulers favoured with God's support. The Catholic church also helped to remove traditional native leaders and local religious authorities accusing them of barbaric practices. Candidates may argue that, in certain cases, the Catholic church could support local chiefs who were baptized and adopted Catholicism. Other relevant factors may be addressed, for example, the Catholic interpretation of the conquest as part of a divine plan. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Examine the role of the Jesuits and the Recollects in New France.

The question requires that candidates consider the interrelationship between the actions taken by the Jesuits and the Recollects in New France. Candidates may refer to the first Jesuits arriving in New France in 1611 and the settlement of the Recollects in Acadia, Newfoundland and Québec from 1516 onwards. Both religious orders' main purpose was to convert the indigenous population to Catholicism and both were aware of the language barrier between them and the indigenous communities. The Jesuits settled among the Huron, learning their language and culture and building a number of missions that initially had little success. A significant part of the Jesuits' evangelical work involved education and the founding of parishes and schools. For its part, the Recollects considered that French settlers were of primordial importance to Christianization and promoted mixed marriages with natives. They also recruited *truchements*, men from humble origins from France that helped them to communicate with the local population through gestures and miming. The stay of the Recollects and their achievements were jeopardized in different moments by French policy and the Anglo-French War. Jesuits were also destabilized by the Papal suppression in 1773. Since Britain refused to allow the Jesuits and the Recollects to recruit new members, both orders declined. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Discuss the reasons for, and origins of, slavery in the New World.

The question requires that candidates offer a considered and balanced review of the reasons for, and origins of, slavery in the New World. As origins, candidates may refer to the European or transatlantic slave trade, which began around 1500, during the early period of European discoveries, when slaves were often captured in raids or purchased from African kingdoms; while others were originally captured as prisoners of war. Regarding reasons, candidates may refer to the need for a workforce in the New World after the demographic fall within native communities as a result of wars and epidemics. Candidates may also consider the impossibility to allocate European peasants to the colonies, since few men were interested in moving to the Americas. Other relevant factors may be addressed. For example, the protection given to natives by some European crowns, who, influenced by the church, prevented natives from being enslaved and turned their attention to Africans, who were also experienced in intensive agriculture and knew how to raise crops that were unfamiliar to Europeans. Racist ideas about Africans supported the introduction of African slaves. The slave trade was also a lucrative trade that benefited European governments due to the taxes they charged. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "Slavery had a limited economic impact in the New World." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that slavery had a limited economic impact in the New World. Candidates may support the statement by considering that slaves were not the only workforce in the New World and that plantations were not the only economic source of revenues, since gold and silver mines were, for a long time, the main source of wealth. Candidates may also support the statement by stating that products such as tobacco and cotton could be grown by farmers without the need of a large workforce. The fact that many slaves were given the possibility to buy their freedom and work as free men could be also discussed. Candidates may challenge the statement by referring to the loss of the local population and the difficulties in bringing over European farmers, which led to the practice of slavery. Candidates may also consider that many tobacco farms gradually became sugar plantations demanding a larger number of workers. Other relevant factors that may be addressed include the closeness between Africa and the Caribbean, the similarities in their climates and the fact that many Africans were already farmers. Candidates may argue that slavery was not banned until the 19th century, showing its economic importance. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Independence movements (1763–1830)

11. “The main reason for the Monroe Doctrine was to maintain Latin American Independence.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the main reason for the Monroe Doctrine was to maintain the independence of Latin American nations. The Doctrine, stated by President James Monroe in 1823, warned that the US would not be favourable to any attempts by European powers to re-establish control over newly independent nations in Latin America. He also stated that the US would stay out of European affairs. Other reasons for the Doctrine could be the desire to preempt Great Britain from making a similar declaration, to protect American trade with Latin America and to establish Latin America as an American sphere of influence. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. “The economic cost of the wars of independence had a significant impact on society.” Discuss with reference to **two** societies.

The question requires that candidates offer a considered and balanced review of the statement that the economic cost of the wars of independence had a significant impact on society. Candidates may support the statement by considering the amount of resources allocated for military campaigns, which exhausted the limited resources of the new states and forced them to go into debt. During the battles, many resources (goods, lands, ports, etc.) were destroyed while the number of casualties reduced the available workforce. The campaigns also dislocated traditional commercial channels, leaving the new states without the benefits of trade or the supply of necessary products. To challenge the statement, candidates may argue that the wars allowed the new states to gain new territories with valuable resources. They also helped to reshape the countries’ frontiers, allowing governments to apply better economic management. The period of battles also served to establish relationships with other European countries, like Great Britain and France, which became new partners in lucrative business. The period of war also allowed for the expropriation of belongings and properties that were in the hands of Spanish and English families, growing the treasury of the new states. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. To what extent did the United States Constitution of 1787 resolve the limitations of the Articles of Confederation?

The question requires that candidates consider the merits or otherwise of the suggestion that the United States Constitution of 1787 resolved the limitations of the Articles of Confederation. Candidates may offer equal coverage of the Constitution and the Articles, or they may prioritize their assessment of the Constitution. However, both aspects must be a feature of the response. Candidates may refer to weaknesses of the Articles, such as the inability to levy taxes, raise an army and/or regulate interstate commerce. They may also refer to the lack of an executive branch and a judicial branch, and a unicameral legislature that treated all states the same. Candidates are likely to say the Constitution resolved these limitations by creating three branches of government with checks and balances; a bicameral legislature with proportional representation in the House and equal representation in the Senate; by giving Congress the ability to tax, regulate interstate commerce, raise an army and declare war. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent did **one** Latin American country overcome challenges to the establishment of a political system?

The question requires that candidates consider the merits or otherwise of the suggestion that one Latin American country overcame challenges to the establishment of a political system. Candidates may refer to economic, political, international and/or social factors. One reason that challenged the establishment of the political system during the period was the diversity of plans for the future political organisation, like in the examples of Argentina, Mexico and Brazil, where some leaders advocated for a republic and others for a monarchy. Another challenge was the fragile economy, the loss of resources due to the wars of independence, the disruption of traditional trade routes and markets, and the lack of tax systems. Candidates may consider the need to define the new frontiers and territories as another challenge since this triggered new conflicts, like in the case of Brazil, Argentina and Uruguay. The role of *caudillos* could also be assessed as a challenge to the establishment of the political system since many of them refused to leave power. Social conflicts derived from class differences and/or ethnic origins also challenged the establishment of the political system, like in the examples of Peru, Bolivia and Mexico. To measure the extent that one Latin American country succeeded or not in establishing a political system, candidates may refer to the holding of regular elections, the establishment of political parties and a congress, the signing of a constitution, etc. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 8: US Civil War: causes, course and effects (1840–1877)

15. “Political leaders were more significant than military leaders during the Civil War.” Discuss.

The question requires that the candidates offer a considered and balanced review of the statement that political leaders were more significant than military leaders during the Civil War. Candidates may offer equal coverage of political leaders and military leaders, or they may prioritize their discussion of significance. However, both aspects will be a feature of the response. Candidates may refer to the significance of Lincoln for the Union and Jefferson Davis for the Confederacy. Military leaders that might be discussed could include McClellan, Meade, Hooker, Burnside, Grant or Sherman for the North. For the South: Lee, Jackson, Stuart, Johnston Longstreet or Forrest could be discussed. Candidates might argue that the significance of political and military leaders varied at different times during the war or on the eventual outcome of the war. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Examine the importance of African Americans to the Union victory in the Civil War.

This question requires that candidates consider the interrelationship between African Americans and the Union victory in the Civil War. Candidates may refer to slaves leaving plantations in the South after the Emancipation Proclamation, thus disrupting the economy of the South and hurting the Confederate cause. Between 180,000 and 200,000 African-American troops served in the Union Army, roughly ten percent of the total army. Though few African Americans saw battle, they performed many valuable jobs, freeing up white soldiers to fight. The most notable fighting unit was the 54th Massachusetts, which saw action in South Carolina. Some candidates might argue that African Americans had little to do with the eventual outcome as nearly all the major battles were conducted by white troops and that other factors had more to do with the outcome. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Discuss the causes of internal migration in **two** countries in the Americas.

The question requires that candidates offer a considered and balanced review of the causes of internal migration in two countries in the Americas. Throughout this period, internal migration in many countries of the region followed one pattern: from rural areas to the cities. Candidates may refer to the changes introduced in rural areas like the use of machinery or the replacement of agriculture for livestock activities, that caused many workers to leave rural areas for cities. The factories placed in the cities demanded labour and offered many job positions. This, together with the perspective of gaining access to education, health assistance, trade, etc., also pushed many migrants to move to the cities. Other relevant factors may be addressed, for example, the consequences of the wars of independence that destroyed the countryside in many states and forced its inhabitants to move to the cities. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of “indigenismo” in **two** countries of the Americas.

The question requires that candidates make an appraisal of “indigenismo”, weighing up its strengths and limitations in two countries of the Americas. “Indigenismo” was a movement that advocated for a dominant social and political role for indigenous populations, particularly in those countries where they were a majority. Candidates may argue that during the second half of the 19th century “indigenismo” was a response to the policies taken by the new states to counteract their attempt to assimilate the indigenous populations and to prevent the deterioration in their standards of living. This situation changed during the first half of the 20th century when the ideological message of “indigenismo” influenced the state policies in many countries, as well as the arts, literature and social sciences. Candidates may choose the examples of Mexico or Peru where “indigenismo” had a profound impact. In Mexico, the movement began with the revolution in 1911, and in Peru it influenced the Aprista movement. It was also strong in Bolivia and Brazil. Conversely, in countries like Colombia, Argentina, Ecuador and Guatemala, “indigenismo” had a more limited impact or remained a marginal phenomenon. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** Compare and contrast the impact of the Big Stick policy with that of Dollar Diplomacy.

The question requires that candidates give an account of the similarities and differences of the impact of the Big Stick policy and Dollar Diplomacy, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the immediate impact and the long-term impact of both. Similarities could be that they both dealt with Latin America and justified US intervention. Both policies resulted in military occupation of Caribbean and Central American nations. Both resulted in the US dominating the region. Differences could be that the Big Stick policy of Roosevelt implied the use of force or the threat of force to control nations, whereas the Dollar Diplomacy of Taft meant using investments in Latin American nations to influence them. Despite the apparent differences, both resulted in US intervention. The impact of each policy will also be dependent upon the countries chosen. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** “German aggression was the most important reason for US entry 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 German aggression was the most important reason for US entry into the First World War. The renewal of unrestricted submarine warfare by Germany in February 1917, is often seen as the reason for US entry. German aggression might include the Zimmerman telegram to Mexico urging them to enter the war against the US. Other reasons for US entry could be to support the Allies, to ensure repayment of loans made to the Allies and Wilson's desire to participate in post-war peace talks. Candidates may refer to many reasons for US entry, but they must focus on whether German aggression was the most important reason. Candidates' opinions or conclusion will be presented clearly and supported by appropriate evidence.

Section 11: The Mexican Revolution (1884–1940)

21. Examine the challenges faced by Obregón and Calles between 1920 and 1940.

The question requires that candidates consider the interrelationship between the challenges faced by Obregón and Calles between 1920 and 1940. Candidates may refer to the challenges faced by Obregón during his presidency like his challenging relationship with the Regional Confederation of Mexican Workers (CROM) and his secretary Morones Negrete, or the conflict with the Catholic Church that did not approve a number of articles from the constitution and therefore limited its action. Another serious challenge was the rebellion of Obregón's former finance minister, Adolfo de la Huerta. Regarding the presidency of Calles, candidates may refer to the menace of military coups that forced the president to reduce the influence of the army in Mexico's political life. Calles's anticlerical policies were more severe than those taken by Obregón since Calles was determined to remove the influence of the Catholic Church in politics and education. This renewed the old conflict with the church provoking the Cristero War. Calles also approved legislation restricting alien ownership of land and regulating the petroleum industry. Both actions, together with the rejection of the Bucareli treaty and Mexico's support to liberals in Nicaragua, aggravated relations with the US. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Evaluate the impact of the Mexican Revolution on women.

The question requires that candidates make an appraisal of the impact of the Mexican Revolution on women, weighing up its strengths and limitations. Candidates may refer to their incorporation, voluntary or compulsory, as soldiers. Known as *soldaderas*; women took part in the fighting and also provided a range of services like foraging, food preparation, arms smuggling and nursing. Candidates may also refer to the impact of the revolution on women's work since it affected industrial production: causing factory closures and wage reductions. The revolution also pushed women to participate in mutual aid societies, mobilizations and strikes across the region of Mexico City. The recognition gained by women during the Revolution led to the celebration of the first feminist congress in 1916 with the aim of promoting women's right to vote. Other relevant factors may be addressed, for example, president Carranza's new Law of Family Relations that gave married women new rights: allowing for paternity suits (previously forbidden) and the recognition of illegitimate children; or the Constitution of 1917 that incorporated a number of laws to protect working mothers and their children. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. “Critics of the New Deal had limited impact.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that critics of the New Deal had limited impact. Candidates may support the statement by indicating that despite criticism from the left and from the right, Franklin Delano Roosevelt (FDR) was able to pass nearly all New Deal legislation. Well-known critics include the American Liberty League, which warned of the dangers of socialism; Father Charles Coughlin who challenged the New Deal for not doing more; and Senator Huey Long with his Share the Wealth Clubs. The Republican Party was opposed to most of FDR’s programs but because of their limited numbers it had little impact. Candidates might counter the statement by emphasizing the Supreme Court rulings, declaring the Agricultural Adjustment Act (AAA) and the National Recovery Administration (NRA) unconstitutional. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. “Import substitution industrialization (ISI) was successful in dealing with the problems of the Great Depression.” Discuss with reference to **one** Latin American country.

The question requires that candidates offer a considered and balanced review of whether import substitution industrialization (ISI) was successful in dealing with the problems of the Great Depression in one Latin American country. Argentina and Brazil are the most likely choices, but other countries are possible. For Brazil, Vargas implemented ISI by state-guided capitalism, sometimes called corporatism, and stimulated production in steel and iron. Brazil’s industrial output doubled between 1931 and 1936. For Argentina, the *Concordancia* established new industries in chemical, electrical and metal products, though mostly with foreign capital. Domestic production increased and by 1936, most of the crisis had ended. Candidates may discuss other problems associated with the Great Depression, for example, social unrest, but the focus should be on economic issues. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 25.** To what extent did the United States follow its policy of neutrality prior to entering the Second World War?

The question requires that candidates consider the extent to which the United States followed its policy of neutrality prior to entering the Second World War. Candidates may refer to the Neutrality Acts of 1935, 1936 and 1937, which limited US response to aggression abroad. The Acts established that the US wished to stay out of war by eliminating some of the factors, such as selling weapons and making loans to belligerent nations, which pulled it into the First World War. However, as the Second World War began, US policy shifted to allow some aid to the Allies. The Neutrality Law of 1939 allowed the US to sell weapons on a cash-and-carry basis. In 1941, this became known as Lend-Lease. The US also traded destroyers to Great Britain in 1940 and later took over defense of the western Atlantic. In 1941, the US and Great Britain signed the Atlantic Charter. In Asia, as Japan expanded into China and Indochina, the US established partial, then total, trade embargoes. Candidates will have to decide if these actions follow a policy of neutrality. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 26.** Discuss the reasons for, and significance of, US use of atomic weapons against Japan.

The question requires that candidates offer a considered and balanced review of the reasons for, and significance of, US use of atomic weapons against Japan. Candidates may refer to military, economic and political reasons. They may cite that the US used atomic bombs to end the war as soon as possible in order to save lives and to forgo a land invasion of the mainland. Some might say Truman used atomic weapons to show the USSR the power of the US, in the hope of making Stalin more cooperative. Other reasons could be to justify the enormous cost of the bomb, to get revenge on Japan for Pearl Harbor and to gain popular support. The significance of the use of atomic weapons could be the quick conclusion of the war, though that is debatable; it began the atomic age and the arms race; and the establishment of the US as a superpower. Candidates might include other reasons and explanations of significance. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. “Social unrest was the most significant reason for the failure of elected leaders in Latin America.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that social unrest was the most significant reason for the failure of elected leaders in Latin America. Candidates may refer to different social movements that could encompass political parties, minorities, left- or right-wing movements, etc. Candidates may also refer to the banning of popular political parties that led to social conflicts between their supporters and the government. Some may refer to social unrest led by minorities and/or groups that were disenfranchised like indigenous populations and peasants, etc. Candidates may challenge the statement by considering that the main problem elected leaders faced was their illegitimacy, particularly in those cases where popular parties or politicians were disqualified from elections. Candidates may also refer to unsolved economic problems as the main challenge faced by elected leaders. During this period, the influence of the Cold War and the interventions of the US and USSR also encouraged civilian demonstrations and military rebellions that undermined democracy and elected leaders. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Evaluate the effectiveness of the treatment of opposition by **one** military dictator in Latin America.

The question requires that candidates make an appraisal of the treatment of opposition by one military dictator in Latin America, weighing up its effectiveness. Candidates may refer to the wide range of policies used to deal with opposition such as the control of the mass media and the education system; censorship; the suspension of elections; the proscription of political parties, unions, movements and associations. Military dictators in Latin America also compiled black lists of opponents in order to persecute them, force them into exile or to segregate them from social life. Military dictators also applied torture methods to defeat their opponents and discourage any act of rebellion and, in many cases, opponents were illegally imprisoned or killed. Candidates may refer to the effectiveness of these policies considering the survival or not of political parties and civil associations. They may consider the possibility some people had to denounce internationally the treatment of opposition. Also, the return of democratic systems could be considered as a failure of dictators. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 29.** Evaluate the impact of the domestic policies of Eisenhower.

This question requires that candidates make an appraisal of the impact of the domestic policies of Eisenhower weighing up the strengths and limitations of those policies. Eisenhower's domestic policies were known as "dynamic conservatism". It attempted to slow down the increased government involvement from the New Deal and Fair Deal. Candidates may refer to the expansion of coverage and benefits of Social Security, increased college student loans and increased federal funding for the teaching of science and math in response to the Soviet launch of Sputnik. Eisenhower was also responsible for the National Highway Act, which started the interstate highway system, and the St. Lawrence Seaway Agreement with Canada. Candidates may also refer to Eisenhower's enforcement of Supreme Court decisions outlawing segregation in schools, such as at Central High School in Little Rock, Arkansas and the passage of two civil rights bills. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** To what extent was there social and political change under Pearson and Trudeau?

The question requires that candidates consider the merits or otherwise of the suggestion that there was social and political change under Pearson and Trudeau. Candidates are likely to argue that there was significant social change under Pearson and Trudeau. They may refer to Pearson's introduction of the Canadian Pension Plan and increases in unemployment insurance. Canada officially became a bilingual nation during the 1960s. Trudeau established universal health care and liberalized laws on abortion and homosexuality. Politically both were members of the Liberal Party. Both withstood the Quebec separatist movement, with Trudeau invoking the War Measures Act to suppress the Front de libération du Québec (FLQ)/Quebec Liberation Front. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 31.** Compare and contrast the policies of Kennedy and Johnson regarding US involvement in Vietnam.

The question requires that candidates give an account of the similarities and differences between Kennedy and Johnson in terms of their policies regarding US involvement in Vietnam, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to both presidents wanting to aid South Vietnam and prevent it from falling to communism. Both presidents gave military and financial aid to South Vietnam and both presidents increased US involvement throughout their presidencies. Contrasts are in the methods used to help South Vietnam. Kennedy continued the use of military advisors, increasing their number to nearly 16,000 to train the South Vietnamese army. He also employed the Strategic Hamlet Program. Johnson, after getting the Gulf of Tonkin Resolution, sent in combat troops in 1965 and began the campaign known as Operation Rolling Thunder, the heavy bombing of North Vietnam. Johnson “Americanized” the war, sending more and more US combat troops into action. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 32.** “President Carter’s foreign policy improved US relations with Latin America.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that President Carter’s foreign policy improved US relations with Latin America. Candidates may refer to Carter’s foreign policy based on the defense of human rights. In so doing, he ended financial aid to repressive regimes in Latin America and placed sanctions on Argentina, Brazil and Chile. Whether these actions improved relations is debatable. In Nicaragua, the US ceased support of the repressive dictator Somoza and he was overthrown by the leftist Sandinistas. Carter provided economic aid to the Sandinistas. He also completed negotiations with Panama, turning control of the Canal over to Panama, and began negotiations with Cuba to improve relations. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

33. “Civil rights for indigenous peoples significantly improved after 1945.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that civil rights for indigenous peoples significantly improved after 1945. Candidates may refer to one or two countries in depth, or to several countries in a broader sense. Civil rights could include voting rights, legal rights, economic rights, equal education, restoration of lost lands, sovereignty over their affairs and support of their culture. Candidates may refer to the American Indian Movement in the United States and their actions at Alcatraz, or to the Bureau of Indian Affairs and Wounded Knee. For Canada, they might refer to the actions and accomplishments of First Nations, Inuit and Metis. In Mexico, candidates might refer to the actions and accomplishments of the National Zapatista Liberation Army (EZLN). Candidates might refer to actions taken by the United Nations and the passage of the Declaration on the Rights of Indigenous Peoples in 2007. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. Discuss the reasons for, and the impact of, youth protests in the 1960s and 1970s in **one** country of the Americas.

The question requires that candidates offer a considered and balanced review of the reasons for and the impact of youth protests in the 1960s and 1970s in one country of the Americas. Reasons for protests may predate the timeframe and consequences may go beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the US and the anti-war movement, but accept any country where youth protests occurred. The youth protests in the US focused on the Vietnam War and the draft. Candidates may argue that the youth protests led to Johnson declining to run for re-election, caused both parties to campaign on ending the war, and eventually ending the draft. The youth protests also bolstered the presidential campaigns of Eugene McCarthy and Robert Kennedy. Youth protests in the US also supported the African American Civil Rights movement as well as the feminist movement. Students in Mexico protested against their government and in favour of land reform. Youth protests also occurred in Argentina, Brazil and Chile with varying causes and results. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

- 35.** Evaluate the impact of Reagan’s foreign policy in the Americas.

The question requires that candidates make an appraisal of the impact of Reagan’s foreign policy in the Americas, weighing up its strengths and limitations. Candidates may refer to Reagan’s strong anti-communist stance and the Reagan Doctrine, which stated that the US would support anti-communist guerrilla and resistance movements to overthrow leftist-leaning or Soviet-backed governments in Latin America. This occurred in El Salvador and Nicaragua. Reagan used military force in the invasion of Grenada and supported dictatorships in Chile, Guatemala and Argentina. Regarding Canada, the US and Canada had similar foreign policies and Reagan and Canadian Prime Minister Mulroney had good relations. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** “Achieving justice and reconciliation has been the greatest challenge faced by new democracies in Latin America.” Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that achieving justice and reconciliation has been the greatest challenge faced by new democracies in Latin America by referencing two countries in the region. Candidates may refer to any two Latin American countries that became democratic during the time period. Possible choices could be Peru, Brazil, Argentina, Chile, El Salvador and Nicaragua. Candidates are likely to discuss the difficulties in achieving justice and reconciliation and in making peace with previous opponents. This would be especially true in countries that emerged from previous repressive, authoritarian regimes. Other relevant factors may be addressed, for example, economic difficulties, corruption, the power of the military and the existence of oligarchs, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
