



# **MARKSCHEME**

**November 2000**

**HISTORY - AMERICAS**

**Higher Level**

**Paper 3**

## Notes on Individual Questions

**These notes must be read in conjunction with the current mark bands.**

- 1. Analyse the social structure of the immigrant population in colonial society in *two* areas of the region.**

Probably the most popular areas would be the British and the Spanish. For the British some of the aspects that could be mentioned are: dominance of English culture, self-government, religious tolerance, no hereditary aristocracy, social mobility. For the Spanish American: dominance of Spanish culture, authoritarian governments, homogenous religion, class and ethnic division. Very little social mobility. French and Portuguese society can be other possible choices. Candidates should be aware that the question's demands are about "immigrant population".

- 2. Discuss the connection between the ideas of the Enlightenment and the protest movements in the colonies against *either* British or Spanish imperial policies.**

In both British America and Spanish America the leaders of the protest movements against colonial powers were attracted and educated in the ideas of the Enlightenment. In British America one of the most influential thinkers was John Locke. His stress on natural rights would provide a rationale for the American Revolution and later for the basic principles of the US Constitution. In Spanish America the ideas of Voltaire, Rousseau, and Montesquieu and, later, the ideas of the US' Declaration of Independence, had a profound impact on the leaders of the Independence. In both regions they believed in rationalism, minimized the role of divine intervention in human affairs and emphasized reason and science. Reward with *[15+ marks]* students that use arguments of the independence leaders (*e.g.* Jefferson, Bolivar) to support the 'connection' with the Enlightenment. A simple affirmation that "leaders were influenced by the Enlightenment" without evidence should not be awarded more than *[7 marks]*.

- 3. Examine the factors which contributed to the development of political parties in the United States during the 1790s.**

The debates between Federalists and Anti-Federalists over the ratification of the Constitution prefigured the national parties that emerged soon afterward. In the 1790s, political parties began to form around two figures, Hamilton and Jefferson. The Federalist party supported Hamilton and his financial programme. The party known as the Democratic-Republican supported Jefferson. The French Revolution further solidified the formation of national political parties. The different views about the constitution, foreign policy, military policy, domestic policy, and arguments for and against the French Revolution (if not all of them at least some) should be examined for a *[12+ marks]* answer.

**4. Consider the significance of the 1837 rebellions in Upper and Lower Canada for the development of Canada.**

If only one rebellion is considered, the answer cannot exceed *[10 marks]*. Sound answers will be able to suggest key points when assessing the significance of the rebellions; *[14+ marks]* answers being able to assess how the consequences for the two colonies had differences as well as similarities.

Time scale for assessment may vary, but it would be reasonable for answers to look towards Confederation. Good answers should show an understanding that the rebellions in Upper and Lower Canada had different features and different results, beyond immediate failure. Sound answers should be familiar with the Durham Report, good answers being able to identify the survival of a French-Canadian identity due to men such as Lafontaine, as well as the threat to this identity that the Report seemed to present. Good answers should look beyond constitutional implications to economic results (*e.g.* development of the St Lawrence and relations with the US).

**5. What were the differences and what were the similarities between slave revolts in Brazil and the United States?**

Well informed candidates will probably discuss some of the slave revolts in the US (*e.g.* Nat Turner, D. Vesey, G. Prosser) vs. quilombos in Brazil, rebellions in Bahia *etc.* A solid answer *[12+ marks]* should address some of the following aspects as reasons for them: differences in climate, frontiers, length of slave trade in Brazil, characteristics of slavery.

**6. How far do you agree that slavery was the primary cause of the Civil War in the United States?**

Answers to this question will vary and should be accepted if they are supported by solid arguments and evidence. However, an upper rank answer would perceive slavery as a social, economic and political issue.

**7. What economic problems confronted Latin American countries in the late nineteenth century? Illustrate your answer with examples from at least *two* countries of the region.**

Some of the problems confronted by Latin American countries were: Neocolonialism, economic dependency and Monoculture. Good examples can be: Mexico, Brazil, Argentina and Cuba, although any countries selected by the candidates should be accepted. The question asks for 'economic' not political problems. Answers which deviate from the economic issues and only make reference to political issues should not receive more than *[8 marks]*.

**8. Outline how the Canadian confederation expanded westwards after 1867 and explain the consequences of this development.**

Answers should show an awareness of the extent of Canada in 1867 and how new provinces joined the Confederation by 1890, this providing an opportunity for analysis as well as description. Accurate knowledge of expansion should be expected in a sound answer.

Sir James Macdonald was committed to the idea of a transcontinental nation and saw railways as the way to bind the Western expanses to the Canadian heartland, the promise of a railway bringing British Columbia into the Confederation in 1871. The importance of railways and the personality of Macdonald should be known.

The creation of Manitoba through the purchase of Hudson Bay Company Land should feature (and the transfer of British Arctic claims to Canada in 1880 might be noted).

When considering consequences, answers achieving *[14 marks]* and above should consider how different groups were affected by expansion. The geographical growth and the eventual construction of a transcontinental railway affected Canada, but the Riel rebellion had consequences for the Metis and the Indian tribes, the latter suffering also as a result of the agricultural development of the West. Expansion also encouraged immigration at times.

**9. How different were Booker T. Washington and W.E.B. Du Bois with regard to their objectives and methods?**

Although both African-American leaders took action to alleviate the conditions of poverty and discrimination which confronted the African-Americans in the period 1901 to the 1920s, their objectives and methods were very different. Economic deprivation and exploitation was one problem, denial of civil rights was another. Which problem was primary became the focus of the debate between Washington and Du Bois. Washington's stress was on economics; Du Bois' stress on civil rights. Washington argued in favour of education and learning industrial skills for better wages. Only after establishing a secure economic base, said Washington, could African-Americans hope to realise their other goal of political and social equality. Unlike Washington, Du Bois argued that political and social rights were a prerequisite for economic independence. Washington sponsored assimilation, Du Bois' militant demands for civil rights. Both objectives and methods should be addressed for top marks.

**10. Compare and contrast the foreign policy of Theodore Roosevelt and Woodrow Wilson toward Latin America.**

Both Roosevelt and Wilson shared the same goals: the economic and political penetration of the US in Latin America; their approaches, at least in theory, were different. For top marks [15+ marks] candidates should identify by name the American leaders' policies and compare and contrast them. For Roosevelt: the 'Big Stick' and 'Roosevelt Corollary' and the 'Watchful Waiting' or moral diplomacy of Wilson. Roosevelt's policies were aggressive and clearly imperialistic. Examples: Panama Canal, Nicaragua, Cuba. Wilson said he opposed imperialism and the 'Big Stick'. Wilson's foreign policy has been called 'Moral Diplomacy' because he hoped to demonstrate that the US respected other nation's rights and would support the spread of democracy. But within the context of Latin America he went far beyond Roosevelt in his use of the US marines to straighten out financial and political troubles in the region. Examples: Nicaragua, Haiti, Dominican Republic, and Mexico.

**11. 'German policy after January 1917 forced the United States to declare war.' Evaluate the validity of this statement.**

Candidates' answers might vary in their evaluations. A solid answer would take into account the US' earlier commitment to neutrality and long term causes of US involvement in the war (submarine warfare, Lusitania Crisis, economic and ideological ties to Great Britain and public opinion) vs. immediate causes (unrestricted submarine warfare, Zimmerman Telegram, Russian Revolution, renewed submarine attacks).

**12. Assess the impact of the United States policy on the course of the Mexican Revolution.**

US' policy was of decisive importance for events during the whole course of the revolution. Every victorious faction in Mexico between 1910 and 1920 enjoyed the sympathy, and in most cases the direct support of the US authorities in its struggles for power. In each case, however, the administration in Washington soon turned on its new friends with the same vehemence it had initially expressed in supporting them. This consistent American inconsistency had one reason: the fact that every Mexican faction, once it assumed power, carried out policies considered detrimental by both Washington and the US business community. The methods of US intervention varied, from economic support, selling of arms, diplomatic and non-diplomatic recognition, to outright military intervention. There is little doubt that the direct, and more important, indirect, help the US gave the Mexican revolutionaries contributed to their victory. Its opposition contributed to their downfall. Candidates might argue that the US presence contributed to give the Mexican Revolution a distinctive nationalistic outlook, helped to prolong the struggle, 'tame' the revolution *etc.* The assessment, either negative or positive will depend on the candidate's perspective. Concrete examples must be used to achieve high marks.

- 13. What factors of world trade and finance caused the Great Depression? Illustrate your answer with examples from *two* countries of the region.**

Answers for this question will reflect the individual conditions of world trade and finance in the selected countries. Possible examples could be US, Canada, Argentina and Brazil. The emphasis should be on inter-relations and financial dependency/independence and financial conditions of the country.

- 14. Analyse the political and economic impact of the Second World War upon Canada.**

Answers should show a clear focus, both political and economic impact being considered (if only one, then mark out of [*12 marks*]).

**Political:** Points to consider include greater government intervention, the growth of welfare provision - a 'new social order' (family allowances); planning for the reconstruction under Clifford Clark; controversy over conscription and the 1942 plebiscite; tension with French Canadians and the defeat of the Liberals in Quebec; 1943 strikes and consequent labour legislation, a leftward move in Canadian politics.

**Economic:** Benefits of wartime spending for Canadian industry (including new industries) - industrial growth, low unemployment, doubling of GNP; closer links to the US; government intervention to avoid inflation; reconstruction maintained prosperity, *e.g.* building boom.

Reward candidates able to give and analyse a number of consequences [*11+ marks*], and particularly reward those able to move beyond 1945 to give some overall judgement concerning impact, (probably [*14+ marks*]).

- 15. 'Not a revolutionary but a reformer.' How valid is this assessment of the social, economic and political programme of *either* Juan Perón in Argentina *or* Getulio Vargas in Brazil?**

Candidates should provide evidence of what they understand by 'revolutionary' and 'reformers', outline the respective social, economic, and political programmes and provide evidence that those were 'reforms' or 'revolutionary changes'.

- 16. Explain the impact of the Second World War on the society of the United States and *one* other country of the region.**

Every group in the society of the countries of the region adjusted in different ways to the conditions during the war. For the US some of the groups which might be used as examples are: African-Americans, Mexican-Americans, Native-Americans, Women. Other countries which probably will be used are: Canada and Argentina.

**17. In what ways was the Cuban Revolution a success and in what ways a failure?**

Expect and accept a wide variety of answers which include **both** success and failures. Among the arguments for success some (although not necessarily all) of the following issues can be discussed: improvement in the living conditions of the mass of people, unemployment and under-employment were eliminated; free medical care and social security were established. Free education and training were opened for children of workers and peasants; higher education opened for all sectors of society. Racial equality was promoted and women were given equal rights. The Revolution as a failure could be seen in its undemocratic regime, its dependency on the Soviet Union; aims of industrialization failed; continued dependency in one crop export economy, political repression and mass exodus of upper and middle class Cubans.

**18. How did the early years of the Cold War (1946 to 1956) affect the political and social life in the United States?**

The early years of the Cold War played a role in changing both government policies and social attitudes. Some of the issues that can be discussed are: the rise of McCarthy and the communist threat as well as its impact on civil liberties. The US involvement in world affairs, particularly in Asia and Africa, brought awareness that racial segregation and discrimination at home must be corrected. This period saw the emergence of the civil rights movement. As for the white suburbanites, disturbed by the foreign ideology of communism and encouraged by economic prosperity, this era brought a growing homogeneity of American culture and a stress on conformity to social norms. Answers could use a narrative approach, but the connection between the Cold War and the changes should be established.

**19. Evaluate the foreign policy of *one* President of the United States between 1970 and 1980.**

The presidents that could be selected are Nixon, Ford or Carter. The more significant areas of foreign policy are Asia and Middle East; Latin America and the Soviet Union (Détente in the case of Nixon). A clear evaluation, with positive and negative aspects should be rewarded by high marks.

**20. What philosophy shaped the approach of Martin Luther King Jr. to civil rights protest? Support your answer with specific evidence.**

Probably a popular question. Martin L. King Jr.'s approach to civil rights was the non-violent movement to achieve integration. King, a Baptist minister, found inspiration for his movement from several sources: his own social philosophy based on a belief in Christian activism, Henry D. Thoreau's "Civil Disobedience"; and Gandhi's philosophy of non-violent resistance to injustice, among others. His tactics could be observed in the Montgomery bus boycott; the "sit-in" movement pioneered at Greensboro, NC, his willingness to go to jail rather than pay fines for infractions of the law, the Birmingham campaign and the March on Washington.

**21. How justified is the claim that between 1960 and 1974, social and political changes brought about a 'quiet revolution' in Québec and elsewhere in Canada?**

The concept of a 'quiet revolution' originates in Quebec and the policies of the Lesage administration, modernising education, limiting the power of the clergy and asserting a French-Canadian identity. Evidence of a 'quiet revolution' elsewhere in Canada might be found in the work of Pierre-Elliot Trudeau and those who worked with him: *e.g.* laws liberalising sexual relations; federal initiatives to make Canada a more bilingual state and give greater status to the French-Canadian identity and more opportunities to the community. The adoption of a new flag and the holding of *Expo '67* in Montreal could be seen as symbolising Canadian confidence as a distinct, diverse society. Demographically, the number of Canadians who did not trace their ancestry to either France or the British Isles increased.

Lack of 'quietness' might be seen in the militant activity of the F.L.Q. and its supporters in Quebec, the War Measures Act, and the renewed rise in antagonism between anglophones and francophones in the early 1970s; industrial unrest in the early 1970s.

Whether there was a revolution should allow better answers [*14+ marks*] to suggest some criteria for judging this and examining how far Canadian society was changed during this period, whilst answers in the [*11-13 mark*] band should clearly link examples to the idea of change.

**22. Explain the major social developments in *one* country of Latin America between 1945 and 1950.**

Some examples could be Argentina, Brazil or Chile or any country selected by the student. The major issues in the mentioned countries were the mobilization and participation in the economic, social and political life of the workers and the middle classes.

**23. What forces helped to inspire activism among minorities during the 1960s? Support your answer with examples from *two* countries of the region.**

United States and Canada will probably be the most selected countries. Discussion of 'forces' should include the Civil Rights' movements and the expansion of communications. Some minorities which became very active at the time were women and Native-Americans.

**24. Analyse the factors led to revolutionary changes in either Nicaragua or Chile in the 1970s.**

Each country had its own political, social, and economic problems. In Nicaragua: Somoza's regime and US' involvement; poverty and brutality of the regimes. In Chile: economic issues, intellectual developments, and particular democratic systems could be the core of the arguments. Generalizations and unsupported arguments would not obtain more than [*7 marks*] .



**25. Examine both the weaknesses and strengths of the OAS (Organization of American States) between 1947 and 1960.**

Answers should identify the character, reasons for its creation and principles of the Organization. These, plus an emphasis on 'collective security' and 'non-intervention' can be the focus of the strengths. As for its weaknesses, probably the one that will attract more comments will be the dominant role of the US in the Organization.

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