

MARKSCHEME

November 2001

HISTORY - AMERICAS

Higher Level

Paper 3

Notes on Individual Questions

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

- 1. Compare and contrast the impact of Christianity on the native population in *two* countries of the region during the colonial period.**

The impact of Christianity varied according to the region. For a comparison these main issues are significant.

English colonies

Among the Puritans there was an acceptance of the aboriginal religion and little effort was made to convert them. In Southern areas there was no interest in conversion and native populations were driven further west and out of areas settled by the British.

Spanish colonies

Church and State worked together to convert natives to Catholicism. Introduction of native slavery by the government led to protests by Dominicans and other missionary groups. The role of Bartolome de Las Casas was very significant in this aspect. Catholicism was the means for spreading Spanish culture in the colonies.

New France

France's interest in converting natives was secondary to their concerns for economic issues and they saw pacification of the natives as a way to further this goal. The role of Recollets and Jesuits should be mentioned. The Church tried to protect native populations from destructive policies of the French government.

[7 to 8 marks] will be awarded for fractured and narrative accounts with limited comparison.

[11 to 13 marks] will be awarded for explicit assessment in one area, well covered compared to another.

15+ marks] will be awarded for answers with comparative and contrasting structures, focus and details.

2. What influence did ideas from the Enlightenment have on the Wars of Independence? Support your answer with reference to *one* country of the region.

The Enlightenment had a profound influence on the thought and actions of the leaders of the Wars of Independence.

In the US and LA: the leaders of the Wars for Independence (Washington, Jefferson, Franklin and Adams in the United States and Bolivar, San Martin, O'Higgins in Latin America) were believers in the philosophy of the Enlightenment. Like the Enlightenment thinkers of Europe, these leaders believed in rationalism and trusted human reason to solve the problems of life and society. They minimized the role of divine intervention in human affairs and emphasized reason, science, and respect for humanity. Their political philosophy was influenced among others, by John Locke; Jean-Jacques Rousseau (popular sovereignty); and Montesquieu (separation of the powers of the government). Locke, in particular was very significant. His emphasis on natural rights and representative government would provide a rationale for the revolutions and later for the basic principles of the US Constitution. Both the US revolution and the ideas of Jefferson contributed to the political ideas of the Latin American leaders and their future constitutions.

[8 marks] will be awarded for a basic narrative with implicit reference to the topic.

[11 to 13 marks] will be awarded for a concrete explanation of the influence of the Enlightenment and a demonstration of its importance.

[14 to 16 marks] will be awarded for answers that have focus, analysis and detail.

3. Analyse the weaknesses and achievements of the United States government under the Articles of Confederation.

Candidates should address both demands of the question. Some of the aspects to be addressed are:

Weaknesses

Defects in Government structure; lack of essential legislative powers; the dissatisfaction of propertied and business groups; the western farmers.

Achievements

They satisfied many small farmers; city workers; and advocates of state sovereignty. Under the Articles, the Congress: concluded the revolutionary War; achieved the Treaty of Paris of 1783; kept the states united in name, if not always in fact, in difficult times; passed the Land ordinance of 1785 and the Northwestern ordinance of 1787.

[8 marks] will be awarded for answers which only discuss one aspect of the question.

[11 to 13 marks] will be awarded for both parts of the question but where one part is answered in more detail.

[16+ marks] will be awarded for answers that show a balanced analysis and detail.

4. Why did the USA go to war in 1812?

From the United States points of view, the pressures leading to the war came from two directions: the continued violations of US neutral rights at sea and the troubles with the British on the Western frontier. Some of the issues that should be discussed include: Britain's seizure of American ships and impressment of American sailors; American resentment of Britain, dating from back to the Revolutionary days; American belief that the British in Canada were arming and inciting them to raid American settlements; American ambitions to annex Canada and Florida.

[10 to 12 marks] will be awarded for sufficient and adequate narrative with comment.

[16+ marks] will be awarded for answers which account for the outbreak of the war, and contain assessment.

5. Which groups favoured Confederation in Canada and why?

Candidates should begin with making reference to the form and the results of the Act of 1840 on both the political levels (issues of representations) and the social issues ("special character") of Quebec. A narrative of the complex sectional politics of the next twenty years is not necessary, except to show how sectionalism was such a debilitating problem. Candidates might also distinguish between internal forces, such as the economic developments of the Maritimes, the transcontinental railroad and political reform, and external forces, such as the impact of the United States Civil War.

[8 marks] will be awarded for limited structure and factual issues.

[15 marks] will be awarded for strong essays which organise the material thematically and also include the contributions of important statesmen of the time.

6. Examine the success or failure of two slave rebellions in any country of the region. Support your answer with specific examples.

Slaves rebellions occurred less frequently in the US than in other countries of the region. In the US some examples that can be used are: Gabriel Prosser's in Virginia (1800); Denmark Vesey's in Charleston (1822) and Nat Turner's in Virginia (1831). In Latin America there were many in different countries. The most prominent were: Toussaint l'Ouverture in Haiti (1801); Bahia, Brazil (1813, 1830 and 1835); and Matanzas, Cuba (1825, 1843 and 1866).

Candidates may select examples from different countries.

[10 to 14 marks] will be awarded for a narrative of the rebellion if it is supported with reasons for its successes or failure.

[12 marks] will be awarded if only one is discussed.

[15+ marks] will be awarded for answers which demonstrate knowledge and solid arguments.

7. **“Slavery was the most important cause of the Civil War in the United States.” To what extent do you agree with this judgement?**

Answers might vary in their arguments. Thus expect two possible arguments.

To a large extent

Slavery presented a moral issue, since it dealt with human beings and involved freedom and democratic ideals; differentiated the South from the North most clearly, and was at the heart of most issues dividing the two sections.

To a lesser extent

The overwhelming majority of Southerners did not own slaves; most Northerners were not abolitionists; Lincoln and the Republicans did not threaten slavery where it already existed, and four slaves states remained loyal to the Union.

Other causes

Economic differences; nature of the Federal Union; control of the Central government; differences in civilization; fanaticism.

[11 to 13 marks] will be awarded for attention to the demand “to what extent”.

[14 to 16 marks] will be awarded for focus on the issue of slavery and effective arguments.

Higher marks can be obtained if after tackling the issue of slavery other alternatives are discussed.

8. **“In the late 19th century Latin American economies grew but did not develop.” How far do you agree with this statement? Support your answer with examples from one country of the region.**

Candidates will be likely to agree with this statement but must be aware of, and define the differences between, growth and development.

Growth

Indicates numerical accumulation in a country or region’s economy and generally does not reveal who, if anyone, benefits from it.

Development

Is the maximum use of the nation’s potential for the greatest benefit of the largest number of inhabitants. The economic changes that Latin America underwent by the late 19th century were impressive. Exports increased, cities grew, banks were founded, railroads pushed into the interiors, industrialization commenced, telegraphs and cable lines appeared and a middle class began to develop. This economic change, however, was brought about by an export-import system which allowed growth but not development. The growth of the export economies produced the creation of new wealth. Some people progressed but the great majority of people became even poorer and marginalized from these changes. Furthermore, the economic changes deepened relations with Europe and the US and consequently, the economic dependency on the economies of these areas. Therefore growth occurred but not development. Possible examples are Mexico, Argentina or Brazil but any country can be used.

[12 to 14 marks] will be awarded for lack of definitions but implicit understanding of the problems and examples.

[16+ marks] will be awarded for answers which include definition of the terms and specificity in the analysis and higher marks for depth and detail.

9. **How and why did the relationship between Canada and Britain change between 1900 and 1939?**

Candidates may answer chronologically explaining Canada’s transition from colony to nation and from British to American sphere of influence.

Main points include: Canada’s role in the First World War, delegation at the Treaty of Versailles, the Chanak Crisis, the Halibut Treaty, the League of Nations, the Balfour Declaration (1926), the Statute of Westminster (1931) and Canada’s declaration of war in 1939.

[8 marks] will be awarded for answers that are narrative.

[12+ marks] will be awarded for critically explaining how and why these events changed the relationship between Canada and Britain.

10. In what ways did immigration to the United States in the period from 1800 to 1860 differ from the period from 1880 to 1924?

Immigration to the US during the two periods were different in several ways: origin, location of settlement, type of work, numbers and process of adaptation. “Old immigrants” (1800 to 1860) came mainly from northern and western Europe and arrived while the frontier was still open, with many settling on farms of the West. Similar traditions and customs allowed for an easy adaptation. “New immigrants” (1880 to 1924) came in greater numbers than earlier immigrants and originated mainly in southern and eastern Europe. They arrived when the frontier was closed and therefore settled chiefly in the cities as factory workers. They experienced difficulties in adapting to their new way of life.

A straight forward question which emphasizes factual knowledge.

[8 marks] will be awarded for lack of attention to the periods and general assertions.

[12 to 14 marks] will be awarded for answers which demonstrate more knowledge in one period than the other.

[16+ marks] will be awarded for balanced and focused answers.

11. Evaluate the changes in the United States policy towards Latin America from 1898 to 1941.

The underlying theme of the answers to this question must reflect the awareness that the US policy towards Latin America had been guided by different reasons and changed according to the times. With the purpose of achieving their goals, United States policy makers adapted their methods to respond to different domestic and political needs, economic realities and changing conditions within Latin America and the World. Candidates should discuss the “Big stick” and the Roosevelt Corollary; the Dollar Diplomacy; Wilson’s approach of “missionary diplomacy” and the “Good Neighbour”.

[7 to 8 marks] will be awarded for a narrative account without focus.

[10 to 12 marks] will be awarded for an account of aims and policies but little evaluation.

[17+ marks] will be awarded for answers that comply with the task of evaluation demanded by this question in a structured and well informed manner.

12. **“The Mexican constitution of 1917 was the first example of a constitutional document reflecting their own experiences and needs rather than merely copying political ideologies of Europe and the United States.” How justified is this view?**

Candidates with knowledge of the Mexican Revolution will answer justifying this view. The constitution addressed the problems endemic to Mexico and attempted to correct them. An analysis of the different articles will support this assertion. The main articles which can be discussed are:

- Article 27 (land reform and restrictions of economic control);
- Article 123 (labor protection and rights);
- Article 130 (placed restrictions on Church and clergy).

The Constitution of 1917 followed strongly nationalistic and socially progressive lines. It was the first socialist revolution of the 20th century, predating the Bolshevik victory in Russia.

[8 marks] will be awarded for vague assertions for a narrative of the events of the Mexican Revolution.

[12 to 14 marks] will be awarded for a genuine understanding of issues that the Constitution addressed.

[17+ marks] will be awarded for answers which both analyse and support their arguments with details.

13. **Analyse the causes of the Great Depression (1929) in one country of the region.**

This should be a popular question, well answered.

[8 marks] will be awarded for narrative answers.

[15+ marks] will be awarded for a factual background analysis of the economic, political and social systems of the country being discussed.

14. Assess the evolution and impact of nationalism in *one* country of Latin America from the 1930s to the 1960s.

Until the late 1930s Latin American nationalism had been largely cultural and intellectual. Its more frequent manifestation had been attacks on foreign business and intervention. But after the experience of the Depression a new form of nationalism emerged. Nationalists began to argue that it was the agrarian structure of the economy which caused subservience to foreign interests. The build up of manufacturing industry came to be regarded as a way out of these difficulties, for the domestic economies would become less dependent on imports and would therefore be more self-sustaining in times of world recession. The nationalists proposed to launch a programme of industrialization planned by the state and designed to develop the capacity to manufacture at home the industrial products which had to be imported from abroad. This was economic nationalism, and its goal was true national sovereignty through industrial self-sufficiency. These perceptions evolved after the Second World War, when industrialization was incorporated into a comprehensive nationalist theory of Latin America's relations with the external world: the structuralist dependency theory.

Another form of nationalism, closely link to economic dependency and foreign intervention, which emerged at the time was the appeal of Marxism. It held up the hope of realizing the aspirations of nationalism: the forging of an authentic cultural identity once foreigners and their agents had been driven out of the country.

The selected country will reflect the particular evolution and impact of nationalism. Probable choices: Argentina (Perón); Brazil (Vargas); Cuba (the Revolution).

Attention to the time frame is the key to the question. It allows candidates to discuss familiar topics such as Perón and Vargas. This, however, does not apply to a discussion about the Cuban revolution, but to the nationalistic element that launched the Revolution. Other choices might be applicable.

[7 to 8 marks] will be awarded for candidates generalising about nationalism or narrating the story of one leader.

[12 to 14 marks] will be awarded for analysing in depth some issues but not others.

[17+ marks] will be awarded for answers that display focused knowledge, analysis and supporting evidence.

15. Why, and with what results, did the United States become the “arsenal of democracy” in 1940?

The “why” may be addressed by discussing the following events:

President Franklin D. Roosevelt viewed Germany’s conquest of most of Europe and Japanese ambitions in Asia as a direct threat to US security and to the future of democratic governments elsewhere. After his re-election in 1940, his third term, he believed that he was in a stronger position to end the appearance of neutrality and give material aid to Britain. In a December 1940 fireside chat to the American people, he explained his thinking and concluded, “We must be the great arsenal to democracy”.

The “with what results” can focus on the end of neutrality. Worldwide events and Roosevelt’s skills persuaded Congress to authorize the lending, or leasing, of war supplies to Great Britain. The passage of the Lend-Lease act in 1941 meant that the former policy of neutrality was abandoned. Although the US was not yet at war, it was committing much of its economic resources to help Great Britain fight off the German assault. Events after 1940 might be added, but not concentrated on, to support the argument.

Candidates with good knowledge of this period will do well in this question.

[12 to 14 marks] will be awarded to candidates who are able to produce a wide and or balanced argument for the “why” and the “results”.

[17+ marks] will be awarded for evidence of knowledge, factual detail and analytical arguments.

16. Evaluate President Truman’s decision to drop the atomic bomb on Hiroshima in 1945.

This is a question that does not have a “right” or “wrong” answer. Candidates must have knowledge of the historical controversy that surrounds this topic. Truman contended that his decision to use the atomic bomb was based purely on the motivation to end the war quickly and save lives (both American and Japanese). Some have argued that the atomic attack was unnecessary, that if the US had agreed to the survival of the emperor (which they later did), or waited a few more weeks, the Japanese would have surrendered. Others argue that only the atomic bombs could have persuaded Japan to surrender without a costly American invasion. Some critics argue that as a matter of morality the US should have not dropped the terrible new weapon. Controversy exists about the motives behind Truman’s decision: that the US wanted to prevent Soviet participation and thus the expansion of Communism in Asia; that Truman used the bomb to intimidate Stalin, with whom he was engaged in difficult negotiations, possibly to pressure the Soviet leader into accepting American demands.

[8 marks] will be awarded for unsubstantiated narratives or just “personal opinions”.

[12 to 14 marks] will be awarded for lack of historiography but awareness of different possibilities and implicit evaluation.

[17 marks] will be awarded for evidence of knowledge, factual detail and analytical arguments.

17. Why did Cuba become a Marxist-Leninist state closely tied to the Soviet Union by 1961?

A rather familiar topic which might trigger very different responses. Ideologically inclined answers could argue that Castro was a Communist and therefore he attached Cuba to the Soviet Union. A significant analysis of his political ideas and reforms might validate this view. Another line of argument might perceive Castro as a radical nationalist with strong beliefs about social justice, although some of his closest acquaintances were Communists. The shift to a Marxist-Leninist could be attributed to the increasing negative reactions of the US, in particular the Bay of Pigs incident in 1961, to his reforms and actions.

For good marks, real focus on analysis and argument must be displayed.

[7 marks] will be awarded for a superficial narrative.

[12 to 14 marks] will be awarded for effective arguments with supporting details.

[16+ marks] will be awarded for analysis of the different possibilities.

18. To what extent, and with what results, had Ronald Reagan, by the end of his presidency, fulfilled his campaign promises in domestic policy?

Promises

Lower taxes, reduce government expenditure on welfare, build up the US armed forces, and create a more conservative federal court. He delivered on all four promises but with some costs.

Costs

Supply-side economics; federal tax reductions; spending cuts, deregulation, labor unions, social issues. Budget and trading deficits.

Reagan's two terms reduced restrictions on a free-market economy and left more money in the hands of investors and higher income Americans. His policies succeeded in containing the growth of the Democratic administrations. However, he left huge federal deficits, which were to change the context of future political debate. With yearly deficits between \$200-\$300 billion, it no longer seemed reasonable for either political party to propose new social programs, such as universal health coverage. Instead of asking what new government programs might be needed, Reaganomics changed the debate to issues of which government programs to cut and by how much.

[7 to 8 marks] will be awarded for descriptive accounts without assessment.

[11 to 14 marks] will be awarded for concentration only on economic issues.

[17+ marks] will be awarded for discussing in depth his promises, to "what extent" they were fulfilled and their social, economic, and political impacts.

19. Why had President Nixon ended American involvement in the Vietnam War by 1973?

The unpopularity of Lyndon Johnson and the Vietnam War played a significant role. Johnson's acceleration of the war effort in Vietnam had dangerously polarized American society, pitting young against old, class against class, liberal against conservative, in confrontations that stirred emotions endangering national cohesiveness. The American economy was suffering. During his political campaign Nixon pledged a "new Vietnam policy" to bring "peace with honor". Thus, supported by public opinion and the mandate given to him, Nixon launched his "new Vietnam policy".

Some aspects of this policy that should be mentioned are: escalation of the war with the secret bombing of Laos and Cambodia; growing anti-war sentiment and violent protest. Popular antipathy forced the government to begin a gradual de-escalation of the war effort: a "Vietnamization program"; the gradual withdrawal of American forces; renewed military activity and secret peace negotiations ending in an agreement on January 27, 1973.

[8 to 10 marks] will be awarded for a list of the major means by which Nixon ended the war.

[11 to 13 marks] will be awarded for answers which offer some comments regarding his tactics.

[16+ marks] will be awarded for a more sophisticated answer that addresses not only tactics but discusses the environment of the country and the pressures of the economy.

20. Assess the impact of Martin Luther King on the Civil Rights movement.

Martin Luther King emerged as a leader of the civil rights movement in 1955 with the Montgomery Bus Boycott. For the next thirteen years, as a leader of the Southern Christian Leadership Conference, an interracial group, he was the most influential black leader of the country. The popular movement that he came to represent spread throughout the South and the country. During this period King effectively applied the philosophy of non-violence and civil disobedience to protesting against the segregation laws in the south. His non-violent methods included boycotts, sit-ins, and marches. It was, however, this policy which helped to create internal divisions within the civil rights movement. King influenced politicians such as Kennedy and Johnson into action with events such as the demonstration in Birmingham, Alabama and the March on Washington in 1963 which brought about the 1964 Civil Rights Act. Also significant was the Selma Montgomery March in 1965, also later that year the Voters' Rights was signed by the president. However, by 1966, King's leadership began to decline. Many young radicals, particularly in the North, criticized him for being too moderate and inclusive in his movement. New attitudes and leaders emerged wanting a more radical, aggressive approach causing the Civil Rights movement to split.

This question is not asking for a narrative account of Martin Luther King's career.

[8 marks] will be awarded for answers that are simply narrative.

[12 to 14 marks] will be awarded for candidates who discuss his impact and evaluate his achievements in detail.

[17+ marks] will be awarded for answers which analyse his tactics, evaluate his achievements and address the divisions that resulted.

21. Analyse the experiences of any *two* Canadian minorities in the twentieth century.

Candidates can write about French Canadians, native peoples (Inuits) or Asian-Canadians in British Columbia in the early twentieth century, or the internment of Asian-Canadians during the Second World War. Answers could probably focus on the post-1950 period including the quiet revolution, bilingualism and the failed accords.

[8 to 10 marks] will be awarded for a factual account with implicit analysis.

[12 marks] will be awarded if only one minority is tackled.

[15+ marks] will be awarded for structure, analysis and detail.

22. To what extent has economic failure been characteristic of Latin American military governments between 1960s and 1980s? Explain your answer using examples of *two* countries of the area.

Answers to this question might argue that the assertion is true to a large extent. The most significant exception was the case of Pinochet in Chile. Candidates could use as examples some of the following: Brazil military rule (1964–84); Argentina (1976–84); Pinochet in Chile (1973–82); Peru (1968–1975) or any country of their choice.

Candidates must discuss what were the problems that affected the country, what strategies the military used and how their economic policies were a failure or success.

Candidates should recognize the demands of the question and make reference to the demand, “to what extent”.

[8 marks] will be awarded for narrative accounts.

[12 marks] will be awarded for only one country.

[16+ marks] will be awarded for specific analysis and details.

23. With reference to *two* countries of the region assess the gains that women made in politics and the professions between 1970 and 1980.

Any country can be used, but probably US, Canada and Argentina will be used. Specific examples are needed for satisfactory marks, and look for compliance with time framework (this is not Eva Perón’s time in Argentina).

[4 marks] will be awarded for essays covering other time periods.

[7 to 8 marks] will be awarded for generalisations and narrative.

[14 marks] will be awarded for a good narrative with examples.

24. Explain why the United States overthrew the Arbenz government in Guatemala in 1954.

The overthrow of Arbenz in 1954, which took place during the Eisenhower administration, reflected the US concerns of the Cold War and the revival of strong corporate influence in the country's foreign policy. The Guatemala coup in 1954 was an example of the "New Look" in foreign policy advocated by John Foster Dulles which supported covert operations by the CIA.

[7 marks] will be awarded for a narrative of the events in Guatemala.

[10 to 12 marks] will be awarded for the role and influence of the UFCO (United Fruit Company) and the Arbenz's policies.

[16+ marks] will be awarded for an additional explanation of the domestic and international conditions prevailing at the time: the Korean war; the McCarthy "Red Scare" and Dulles's anticommunist rhetoric.

25. Assess the successes and limitations of two regional trade agreements.

Candidates must explain which countries are involved; how the agreement works (what products are involved and what the agreement expects to achieve). Any trade regional trade agreements selected by the candidate may be accepted. Possible choices are: NAFTA, Pacto Andino, MERCOSUR, and CARICOM.

[12 marks] will be awarded if only one agreement is discussed.

[14 to 16 marks] will be awarded for those who carefully explain and assess one but are rather elementary in another as this is rather a specialised question.
