

# **MARKSCHEME**

**November 2001**

**HISTORY  
THE AMERICAS**

**Higher Level**

**Paper 3**

1. **Explain how the institution of slavery was established during the eighteenth century. Provide examples from *two* areas of the region.**

Expect and accept different approaches but oversimplifications such as racism as the only explanation will not reach more than **[7 marks]**. For both the United States and Latin America, the basic explanations would be economic motives, as a labour system, and the limited amount of white settlers. For Latin America, the Spanish disdain for manual labour could be mentioned as a reason for native population types of slavery, as well as the demographic decline of the Indian population due to diseases. The role and motivations of Father de Las Casas must be included.

**[8 to 10 marks]** could be awarded for narrative with implicit analysis or comments.

**[11 to 13 marks]** for narrative answers with focused examples.

**[14 to 16 marks]** and higher for well developed explanation.

2. **Analyse the role of the different social classes in the Wars of Independence in *either* the United States *or* Latin America.**

#### **United States**

Leadership of the upper and middle classes, landowners, merchants, rather well educated. The largest number of patriots were from New England and Virginia. Their main concerns were the intrusions in their political and economic rights. Most of the soldiers were farmers. Enticed by Washington's offer of freedom, a significant number of African-Americans fought as patriots. But most of them were freedmen from the North. The war of independence was in some respects a civil war in which anti-British patriots fought pro-British loyalists. Although loyalists came from all groups and classes, the majority tended to be wealthier and more conservative than the patriots. Most government officials and Anglican clergymen remained loyal to the Crown. At first, the Native Americans tried to stay out of the war. Eventually attacks by Americans moved many Native Americans to support the British, who promised to limit colonial settlements in the west.

#### **Latin America**

As in the United States, leadership was provided by elites: wealthy landowners and merchants, very well educated. They were Creoles and their opposition was against peninsulares and their exclusion from the higher ranks of the colony. African-Americans, granted freedom by the leaders of the revolution, fought in the Republican army. Native Americans were the most loyal to the Spanish crown; however, they tended to participate in the band to which the hacienda owner belong. Exceptions from these aspects are the cases of Mexico and Brazil.

**[7 marks]** maximum for a narrative of the process lacking any focus on the composition and role of the different classes.

**[8 to 10 marks]** for answers that explain, though incomplete, the roles of the social sectors.

**[11 to 13 marks]** for some explicit analysis.

**[14 to 16+ marks]** for thorough analysis of roles, depending on depth and detail.

**3. What type of government did the Articles of Confederation create? Analyse its accomplishments and failures.**

The question requires candidates to achieve three tasks: (a) to explain the structure of the government (main characteristics: central government with just one body, a congress, *etc.*); (b) analyse its accomplishments (winning the war, land ordinance of 1785; land ordinance of 1787); (c) its failures (financial, foreign, domestic).

Candidates do not need to write equally on the three parts. But if one of them is not addressed no higher than **[10 marks]** can be reached.

**[8 to 10 marks]** could be awarded for factual accounts with implicit analysis.

**[11 to 13 marks]** for accounts with some analysis of accomplishments and failures.

**[14 to 16+ marks]** for answers demonstrating sound knowledge and consistent analysis.

**4. Discuss the reasons why Lord Durham recommended French-Canadian assimilation in 1839.**

Analysis should include discussion of the failed rebellions of 1837.

**[8 to 10 marks]** for answers that focus only on the causes of the rebellions and the responses of the British government.

**[11 to 13 marks]** for answers that also include the growing animosity between English Upper Canada and the increasingly nationalistic French Lower Canada.

**[14 to 16+ marks]** for answers that analyse why Durham saw assimilation of the French as the best solution in a focused and balanced way, with well-substantiated argument.

5. **‘The dominant response of blacks to slavery was a complex one: a combination of adaptation and resistance.’ To what extent do you agree with this view? Support your answer with specific examples from *one* country of the region.**

Candidates can be expected to answer in agreement with the view to a large extent, but an explanation of the answer must be provided. Examples can be drawn from any country but two good examples would be United States and Brazil.

Answers can be descriptive and arguments about the benefits and kind of adaptations should be provided. The issues of resistance can be illustrated by several slave insurrections in the United States and in Brazil. The two aspects do not need to be developed equally.

**[8 marks]** maximum for treatment of only one aspect, supported with only limited examples.

**[8 to 10 marks]** can be reached by answers which include discussion of both aspects of the questions but with limited examples.

**[11 to 13 marks]** for answers showing some assessment, understanding and indicating reactions to slavery.

**[14 to 16+ marks]** for well-focused, well-substantiated assessment, depending on depth and detail.

6. **Why did the South (United States) resort to secession in 1861?**

Reasons for secession include: cultural and economic differences (plantation versus industry; way of life in the South versus North developing new customs and values; different economies brought about political issues, *i.e.* Tariffs). Regional loyalties, nationalism was weaker in the South; perception that national government tried to interfere in local matters. Southerners’ mistaken belief in easy victory; lack of national leadership; slavery as a moral issue. The combined effect of several incidents, some incidents kept stirring up feelings of suspicion and hostility: the publication of *Uncle Tom’s Cabin*; John Brown’s raid; the Dred Scott decision; the election of Lincoln.

**[8 to 10 marks]** for narratives with little about reasons.

**[11 to 13 marks]** for explaining reasons for growth but with limited analysis.

**[14 to 16+ marks]** for answers that are accurate, detailed and thorough in their discussion of reasons.

7. **Explain the economic, social and political reasons for the emergence of ‘Caudillismo’ in Latin America after the Wars of Independence. Illustrate your answer with examples from *two* countries.**

The explanations and particularities will differ according to the selected examples. But an understanding of term must be demonstrated. Caudillismo was an effort, based on personal charisma, to fill the vacuum left by the removal of institutional authority (*i.e.*, the king). Some of the reasons that can be discussed: regional fragmentation and civil war; lack of central institutions; economic stagnation; need of stability and development. Social mobility and ideas of French Positivism might be included.

It is not expected that both countries will receive equal depth of discussion. But a superficial narrative without specific examples will not merit more than **[7 marks]**.

**[8 to 10 marks]** for only one country in depth or explanation of reasons based on limited material.

**[11 to 13 marks]** for answers that define the concept and apply it to the concrete situations, though to a limited extent.

**[14 to 16+ marks]** for candidates who accurately and thoroughly apply the different reasons to particular cases.

**[17+ marks]** for answers that explain the economic, social and political reasons in depth and detail.

8. **Analyse the successes and failures of the women’s suffrage movement in the United States in the late nineteenth century and early twentieth century.**

Candidates should demonstrate knowledge and understanding of the suffrage movement. Early efforts by Elizabeth Cady Stanton and her theme of ‘natural rights’; powerful opposition by anti suffrage organisations and their perceptions. Changes of leadership and themes in the early twentieth century with personalities such as Carrie Chapman Catt; divisions and fragmentation with the movement. Major success: the Nineteenth Amendment in 1920. Significant failures: lack of coherent movement and views, and the fact that once enfranchised women did little to support more radical views.

**[8 to 10 marks]** for narratives that are informed but lack analysis.

**[11 to 13 marks]** for answers that discuss relevant aspects but are not fully developed in terms of information and analysis.

**[14 to 16+ marks]** for answers that adopt a position and offer well-focused analysis; the greater the depth and detail, the higher the mark that should be awarded.

9. **To what extent was the United States' foreign policy toward Latin America, in the period 1890 to 1914, 'principally guided by economic motives'? Support your views with specific examples.**

Expect a wide diversity of views. The wording of the question does not expect answers analysing any particular policy or personality, therefore do not expect an in-depth analysis of one specific policy of the United States toward Latin America. Narrative with analysis is acceptable. Candidates should display an awareness of the historiographical arguments that surround the topic. Economic motives are always important in a balanced interpretation of foreign aspects. But there are other factors in explaining United States intervention in Latin America during this period. Some of the most useful examples can be: the Spanish-American War, the Panama Canal, intervention in Mexico and the Caribbean.

Economic factors: desires for overseas markets, raw materials, and investments. Non economic motives: humanitarian; nationalistic, strategic, racist (Social Darwinism) and a new generation of politicians (*i.e.*, Theodore Roosevelt, Woodrow Wilson).

**[8 to 10 marks]** would be awarded for answers without explicit analysis or assessment but showing knowledge with implicit analysis or some comment.

**[11 to 13 marks]** for candidates who discuss different possibilities but whose examples are not well explained.

**[14 to 16+ marks]** for balanced, well argued and supported analysis.

10. **In what ways and to what extent did the Mexican Revolution bring political and social change to the country between 1911 and 1940?**

The Revolution changed the country in some limited ways, mainly politically, but stopped short of real social and economic changes. Main changes: the creation and development of the PRI that provided political stability. By embracing, and balancing against one another, a great range of contending interests, the party itself, rather than charismatic leaders, had dominated Mexican politics. The Mexican military have kept a low profile in politics. The Constitution of 1917 provided guidelines and concessions for different sectors of society but was not always implemented. Provided identity and fostered a nationalistic goal. Government distributed land, ended peasant servitude and stimulated industry. Nevertheless, inequality and corruption persisted, and the United States preserved its significant role in the country.

**[7 marks]** will be the maximum for a narrative of the Revolution, which is **not** what the question demands.

**[8 to 10 marks]** for factual accounts with little attention to changes.

**[11 to 13 marks]** for answers which include some evaluation and discussion of the results.

**[14 to 16+ marks]** for more detailed and thorough analysis, for example examining the revolutionary goals and assessing how much they were achieved.

**11. Explain the causes of the Great Depression and compare its impact in *two* countries of the region.**

For the United States (one of the most probable choices): Uneven distribution of income, stock market speculation, excessive use of credit, overproduction of consumer goods, weak farm economy, government's policies, global economic problems (interdependence of banking and trade). The other country will have its own particular causes, but whatever the selection a significant discussion of its economic problems and its relation to the United States must be addressed. It is expected that one country's discussion will be more thorough than the other; accept it.

*[8 to 10 marks]* for a narrative with little or only implicit analysis.

*[11 to 13 marks]* for answers that outline and partially analyse the causes in the two countries.

*[14 to 16 marks]* for a thorough discussion and analysis of the causes.

*[17+ marks]* for those offering full and perceptive analysis.

**12. Explain the evolution of Canada's sovereignty after the First World War.**

Candidates should discuss the policies of Borden and King in the inter war period.

*[8 to 10 marks]* for answers that are mainly narrative without significant attention to explanation.

*[11 to 13 marks]* for answers that show knowledge and a none too well developed analysis.

*[14 to 16+ marks]* for answers that provide knowledge and well developed analysis of the period.

13. **‘Between 1929 and 1950 a new generation of charismatic leaders in Latin America made broad economic and social changes in their states.’ To what extent do you agree with this view? Explain your answer with specific examples from *one* country of the area.**

A great variety of opinions will emerge; accept them providing that the analysis and supporting arguments are sound. Some of the leaders that might be analysed could be: Perón in Argentina, Vargas in Brazil, and Cárdenas in Mexico. Fidel Castro in Cuba is **not** a choice because he did not emerge in this period. These leaders usually combined corporatism and populism to win large numbers of followers, made broad changes in their states’ economies, if not, necessarily, in their societies. These men were authoritarian but neither fascist nor totalitarian. They shared a commitment to break away from dependency and industrialise. Each had their own characteristics.

*[8 marks]* maximum if answers narrate the leader’s career.

*[11 to 13 marks]* for attempts to explain how the leader was different from the previous ones and how he tried to make economic and social changes.

*[14 to 16+ marks]* for a thorough analysis and evaluation of how lasting and effective their changes were.

14. **Analyse the military role of the United States during the Second World War.**

The United States played a major and significant role in World War II. Candidates should distinguish between the two fronts: Europe and the Pacific. In Europe: British and the United States forces were jointly responsible for defeating Germany; in the Pacific: it was largely the United States armed forces that challenged and defeated the Japanese. Some of the issues that could be discussed: fighting Germany: Battle of the Atlantic 1942; North Africa and Italy: North Africa Campaign (Operation Torch, November 1942); D-Day, to liberate France. In the Pacific two naval battles were the turning point in halting the Japanese advance: the Battle of the Coral Sea and the Battle of Midway, and on August 6 and 9 the atomic bomb. Detailed explanation of all of these events is not to be expected.

*[7 marks]* will be the maximum for vague generalisations.

*[8 to 10 marks]* for narrative with implicit analysis or comments.

*[11 to 13 marks]* for answers with some analysis, evaluation and supporting evidence.

*[14 to 16 marks]* for answers that are consistently analytical and well-informed.

*[17+ marks]* for detailed and perceptive analysis and assessment of the United States’ military role in the war.



**15. Evaluate the participation of *either* Canada *or* one country in Latin America in the Second World War.**

Answers will vary according to the case study.

*[8 to 10 marks]* for answers that are narrative or descriptive with only implicit evaluation.

*[11 to 13 marks]* for answers with some degree of evaluation but not fully developed.

*[14 to 16+ marks]* for answers that display a thorough and significant assessment of the country's participation.

**16. Explain why the Cuban Missile Crisis did not cause a war between the United States and the Soviet Union?**

Expect a variety of answers and accept different points of views if they present analysis, evidence, and coherent arguments. A possible argument could be a discussion of Kennedy's management of the crisis which gave Khrushchev a possibility to avoid the confrontation. The Soviet leader was as relieved as Kennedy to extricate himself from the crisis without losing face or going to war.

*[7 marks]* will be the maximum for answers that give an account of the crisis without a focus on the question.

*[8 to 10 marks]* for candidates that provide an answer with barely sufficient material or a detailed account with little on 'why'.

*[11 to 13 marks]* for answers that show evidence and analysis but not a great deal of depth.

*[14 to 16+ marks]* to answers that demonstrate knowledge, analysis and perceptive assessment.

**17. Explain the rise of conservative politics in the United States during the 1970s and 1980s.**

Some of the leading issues that might be discussed: loss of appeal of liberal agenda of the New Deal; the Great Society and the New Left; rise of activism for lower taxes, improved morals, and reduced emphasis on affirmative action; Ronald Reagan's 'revolution'.

*[7 marks]* will be the maximum for narratives without explanations.

*[8 to 10 marks]* for informed narratives with implicit analyses or explanatory comments.

*[11 to 13 marks]* for explaining reasons but where analysis is not fully developed.

*[14 to 16+ marks]* for answers that are accurate, detailed and thorough in their discussion of the reasons why conservative politics emerged at this time.

**18. In what ways was Jimmy Carter's foreign policy a success?**

Significant factors: Carter's human rights diplomacy; the Panama Canal Treaty; Camp David Accords; Iran and the hostage crisis; SALT II Treaty; and détente.

*[8 marks]* at the most for listing events but not addressing 'in what ways'.

*[8 to 10 marks]* for narrative account with implicit analysis or some comment.

*[11 to 13 marks]* for focused analysis and some assessment.

*[14 to 16+ marks]* for focused, analytical answers, and higher for candidates that show knowledge, analysis and insightful evaluation.

**19. Evaluate the aims and successes of Nixon's and Kissinger's policy of 'détente' with China and the Soviet Union.**

Nixon and Kissinger strengthened the United States' position in the world by taking advantage of the rivalry between China and the Soviet Union. Candidates should discuss some of the aspects of the Sino-Soviet split, the reasons why Nixon and Kissinger were able to take this approach, and how it was accomplished (*i.e.*, negotiating and visiting China; SALT I, *etc.*).

*[8 to 10 marks]* for narratives about détente that are informed, but lack overt evaluation.

*[11 to 13 marks]* for discussing relevant aspects of the topic with some attempt at evaluation. At this level information will not be complete and analysis not fully developed.

*[14 to 16+ marks]* for candidates who adopt a position and offer detailed assessment.

**20. What impact did 'Black Power' have on the civil rights movement?**

Answers should define Black Power, and trace its emergence to the continuation of racism after the legal victories of 1964 and 1965, and to disillusion with the ideal of peaceful change in co-operation with whites. The most enduring impact of the movement was to create a division within the civil rights movement between traditional black organisations that emphasised co-operation with whites and those that demanded a more radical approach: *e.g.* Black Panthers and Nation of Islam; Malcolm X.

*[8 to 10 marks]* for answers that demonstrate knowledge of the topic but follow a narrative approach showing only implicit analysis.

*[11 to 13 marks]* for answers that offer some explicit analysis of the impact.

*[14 to 16+ marks]* to answers that show knowledge, analysis, and assessment.

**21. Examine the aims and impact of Canada's policies toward any *two* of her national minorities during the twentieth century.**

Possible selections: French Canadians, native peoples (Inuit), Asian-Canadians in British Columbia, or Asian-Canadians during the Second World War.

Specific examples are required for *[13 marks]* and up.

If only one minority is discussed mark out of *[12 marks]*.

**22. Discuss the problems of indigenous people in any country of the region and explain how the state has attempted to deal with them since the 1950s.**

Answers will vary according to the selected country. Best examples could be the United States, Canada or any country in Latin America. Some of the common problems: poor health and education, poverty and discrimination.

*[7 marks]* will be the maximum for answers that only address one part of the question in a narrative manner.

*[8 to 10 marks]* for coherent argument based on barely sufficient material.

*[11 to 13 marks]* for answers that display specific knowledge but in which the analysis is not well developed.

*[14 to 16+ marks]* for answers that are well informed, analytical and present historical evidence.

**23. 'Castro's rule in Cuba from 1959 to 1990 was mainly successful.' How far do you agree with this claim?**

Expect a variety of answers and accept those that are supported with analysis and historical evidence. The social reforms should be included in order to assess the validity of this point of view. Arguments that could be made in favor: economic equality, education, health, *etc.* Arguments that could be made against: capitalistic dictatorship, replaced by communist dictatorship. The issue of the Cuban exiles might be addressed as evidence that it was not a true social revolution since some classes were not included.

*[7 marks]* will be the maximum for emotional, narrative answers.

*[8 to 10 marks]* for answers with implicit assessment.

*[11 to 13 marks]* for answers with explicit analysis.

*[14 to 16+ marks]* for answers that demonstrate a perceptive analysis, evidence and balanced arguments.

**24. Analyse the factors which contributed to the revolutions in *one* of the following countries: Guatemala, Nicaragua, *or* Chile.**

Answers will vary according to the selected country, but some of the issues to be taken into account might be: economic problems, political repression, foreign intervention, corruption and inequalities.

**[8 to 10 marks]** for descriptive or narrative answers with some degree of knowledge about the particular country but only implicit or superficial analysis.

**[11 to 13 marks]** for answers which show knowledge about the particular case study but whose analysis is limited.

**[14 to 16+ marks]** for answers demonstrating a perceptive analysis of how and why the factors contributed to the revolutions.

**25. Compare and contrast the successes and failures of *two* international organisations of the region between 1945 and 1965.**

Answers will depend on the selected cases. Some possible examples might be: OEAS and the Inter American Development Bank but accept any relevant institutions. Answers should explain the type of institutions and their purpose.

Candidates do not need to write equally on the two institutions; allow a mark division of up to **[12/8 marks]** either way.

**[8 to 10 marks]** for factual discussion with comparison or contrast only.

**[11 to 13 marks]** for answers that compare and contrast with some discussion for the successes and failures.

**[14 to 16+ marks]** for more detailed and thorough analysis.

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