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MARKSCHEME

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HISTORY - AMERICAS

Higher Level

Paper 3

1. Explain why the treatment of indigenous peoples in the colonial period, differed considerably according to the origin of the colonists.

Colonists had different aims depending on which parent state they came from, *i.e.* freedom to practice religious beliefs, conversion of indigenous peoples to Christianity, obtaining resources, development of trade, *etc.* As a consequence of this they treated indigenous peoples in different ways. The best answers will identify and explain some contradictions between legislation and practice. Diffusion of Christianity coexisted with exploitation of natives, private interests sometimes conflicted with official pressures, land occupancy, *etc.* Colonists in Canada developed a more friendly treatment of indigenous people.

[7 marks] maximum for answers in which the question is only partially addressed.

[8 to 10 marks] for narrative accounts with implicit explanation of why the treatment of indigenous peoples differed.

[11 to 13 marks] for more explicit explanation of differences.

[14 to 16 marks] for focused explanation showing a sound grasp of the question's implications, although all aspects may not be addressed.

[17 to 20 marks] for perceptive analysis of the reasons why treatment of indigenous peoples differed considerably.

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

United States. Leaders came from the upper and middle classes, landowners, merchants, well educated. The largest numbers 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 US, leadership was provided by elites – wealthy landowners and merchants, the 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 armies. Native Americans were the most loyal to the Spanish crown: however, they tended to participate in the band to which the hacienda owner belonged. Exceptions to these trends are the cases of Mexico and Brazil.

[7 marks] maximum for limited, general narratives of wars of independence.

[8 to 10 marks] for narrative accounts with implicit analysis of the role of different social classes.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for focused analysis showing good knowledge and understanding of the role of different social classes, although the analysis may not be fully developed.

[17 to 20 marks] for thorough analysis, showing detailed knowledge and insight.

3. Compare and contrast the role of leadership of *two* of the following: Washington, Jefferson, Bolívar, San Martín.

Candidates' analysis of similarities and differences in leadership roles could include reference to political, ideological and military influences, as well as charismatic qualities.

Washington (1732-1799): Appointed commander-in-chief of the army of independence, and made significant contribution to the success of the war through his strength of character, discipline, courage, and ability to maintain confidence. Very influential in the process of writing the Constitution, presided over the Constitutional Convention (1787), and first president of the independent state (1789-97).

Jefferson (1743-1826). A lawyer and from the same background as Washington. Responsible for drafting the Declaration of Independence His ideas and writings helped provide the American colonists with a strong, clear and plausible basis for their actions and helped them win the ideological battle.

Bolívar (1783-1830). Aristocratic background. Brilliant military tactics and campaigns in Nueva Granada, Venezuela, Ecuador and Peru. As president fostered establishment of the authoritarian republic but not able to achieve his aim of continental union for South America. "The Liberator", renowned for discipline and wide revolutionary appeal, but involved in personal conflicts with other revolutionary leaders (*e.g.* San Martín).

San Martín (1778-1850). Argentine soldier and politician. Impressive military leadership. Played a major role in winning independence from Spain of Argentina, Chile and Peru. Proclaimed independence of Peru (1821), recognized as the "protector" by the people, and began making plans to establish a monarchy.

Any two leaders can be chosen here. Those who use a comparative structure will probably reach the **[11 to 13 marks]** band, and higher, whereas end-on descriptive narratives will not score so well. If candidates write on only one leader **[8 marks]** cannot be reached as the demands of the question have not been understood.

[7 marks] maximum for unsubstantiated generalizations and for answers in which comparison is not addressed.

[8 to 10 marks] for descriptive narrative of the two chosen leaders with implicit analysis or some focused comment.

[11 to 13 marks] for more explicit analysis of similarities and differences in leadership.

[14 to 16 marks] for structured comparisons supported by appropriate factual knowledge, though analysis may not be fully developed.

[17 to 20 marks] for comparative structure and thorough, well-substantiated analysis.

4. What were the main features of the Articles of Confederation and how successful was the government that resulted from them?

Accounts of the main features of the Articles of Confederation could include use of some of the following:

- Drafting began in 1776, sent for ratification November 1777, officially adopted March 1781.
- The Articles established a government in which the states kept their sovereignty; major issues required the approval of nine states.
- National government consisted of a unicameral congress, no chief executive and no judicial system.
- Diplomacy, warfare and finance supervised by congressional committee.
- Congress had to ask state governments for money and no tax could be levied without unanimous consent.

How successful was the government? Candidates should assess its accomplishments (winning the war, land ordinances of 1785 and 1787) and its failures (financial, foreign, domestic). Use could be made of some of the following:

- It concluded the independence war feebly but successfully and secured a generous peace treaty.
- States no longer had taxes imposed upon them without consent, but government was hampered by shortage of funds.
- State governments erected customs barriers and taxed each other's trade where possible, generating ill feeling and fear of inter-state war.
- Standing army so small as to be insufficient to defend a major challenge.
- The government achieved a settlement of the Western land question that was to be of incalculable importance for the American way of life. The Land Ordinance of 1785 successfully laid down how and on what terms the national lands should be disposed of. The North West Ordinance (1787) provided for the political organization of the new lands, guaranteeing civil rights and liberties, and establishing the pattern by which all future territorial acquisitions were regulated.
- Weaknesses – especially in financial affairs – led to the Articles of Confederation being replaced by the United States Constitution.

[7 marks] maximum for vague and inaccurate general comments.

[8 to 10 marks] for narrative with some implicit analysis of how successful it was.

[11 to 13 marks] for more focused answers, with some explicit analysis.

[14 to 16 marks] for well-focused, developed and balanced answers, though analysis may not be fully developed.

[17 to 20 marks] for sharp focus, detailed accounts of the Articles of Confederation's main features, and thorough analysis of the extent of the government's successes.

5. Discuss the reasons why the Durham Report recommended French-Canadian assimilation.

Following the Depression of 1837 and failed rebellions, the Durham Report of 1839 recommended the union of Upper and Lower Canada into a single political structure, and called for the assimilation of French-Canadian into English-Canadian economic and linguistic culture. Good answers will offer a detailed discussion of the reasons why the Durham report, produced for the British government by the governor general of Canada, recommended French-Canadian assimilation.

[8 to 10 marks] for narratives with some reference to the causes of the rebellions and response of the British government.

[11 to 13 marks] for more analytical answers, which may discuss the rising animosity between English Upper Canada and the increasingly nationalistic French Lower Canada.

[14 to 16 marks] for consistent analysis that is well focused and shows sound knowledge, although the analysis may not be fully developed.

[17 to 20 marks] for perceptive analysis, showing depth and detail in its treatment of the reasons why the Durham Report recommended French-Canadian assimilation.

6. **“The wasteful economy of slavery was replaced by the productive economy based on salary.” With reference to *two* countries of the region, explain to what extent you agree with this view.**

Answers may include reference to some of the following: the magnitude and type of production; legal bonds between masters and slaves; competitiveness; effects of the international market; and the influence of immigrants. The best answers will recognize the relationship between productivity and stimulation of the work force, depending on the countries considered.

This question allows the use of case studies of any two countries in the region. Probably the United States and Brazil will be the most popular choices. Reward with high marks answers that are well focused and show detailed analysis of the labour system in the chosen countries.

If reference is made to only one country, mark out of a maximum of **[12 marks]**.

[7 marks] maximum for answers consisting of unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for a structured, analytical approach focused on the extent to which the wasteful economy of slavery was replaced by productive economy based on salary in the two countries chosen.

[17 to 20 marks] for perceptive analysis showing insight, detailed knowledge and good conceptual understanding.

7. Analyse the immediate and longer-term political effects of the United States Civil War in the period 1865 to 1896.

Candidates could interpret the immediate political effects as the keeping together of the Union and the passing of the four Reconstruction Acts, two Civil Rights Acts and post-war amendments to the Constitution, *i.e.* Thirteenth Amendment (1865) abolishing slavery; Fourteenth Amendment (1868) confirming blacks were US citizens; and Fifteenth Amendment (1870) giving every US citizen the right to vote. Later, the Compromise of 1877 effectively ended Reconstruction; and voting rights, extended by the Civil Rights Act of 1875, were stripped from blacks by “Jim Crow laws” and voter registration acts, leading to bitter struggles to restore these rights.

Reward all plausible interpretations of “immediate” and “longer-term” political effects in the period 1865 to 1896.

[7 marks] maximum for unsubstantiated generalizations about political effects.

[8 to 10 marks] for informed narratives of the Reconstruction, with implicit analysis.

[11 to 13 marks] for more explicit analysis of political effects.

[14 to 16 marks] for a focused analytical essay on immediate and longer-term political effects, although the analysis may not be fully developed.

[17 to 20 marks] for perceptive answers showing detailed, well-developed analysis up to the 1896 Supreme Court decision of Plessey versus Ferguson which institutionalized racial segregation.

- 8. Using specific evidence from one or more countries in the region, assess to what extent immigrants' expectations of social and economic opportunities were fulfilled in the period 1850 to 1919.**

Answers may include reference to labour opportunities linked to industrial development, access to land and property, freedom concerning political ideologies and religion, and possible opportunities for education, social mobility, *etc.*

Do not expect that all aspects will be treated in the same depth, but reward well informed assessment. Note that the wording of the question allows candidates to support their answer with evidence from any country or countries in the Americas.

[8 to 10 marks] for narrative/descriptive accounts with some implicit assessment.

[11 to 13 marks] for more explicit assessment of the reality of the situation.

[14 to 16 marks] for assessment that is consistently analytical and well informed, although not all aspects may be examined.

[17 to 20 marks] for well developed assessment showing perceptive understanding of the question's implications. Some answers may consider social and economic issues from different points of view (*e.g.* institutional perspective and that of groups of immigrants).

9. Assess the influence of intellectuals on society in *one* country in the region, in the period 1890-1919.

Governments' policies, aimed at democratization of education and influenced by intellectuals, diminished illiteracy considerably. The press became a useful instrument for intellectuals' expression of ideas that nurtured public opinion. Literary magazines were associated with political tendencies. Scientific knowledge was incorporated into production. University reform in Latin America spread its influence beyond Argentina's frontier; universities tended to abandon their traditional political indifference. Education became not only a way of personal development but also economic progress.

Reward argument supported by specific historical evidence.

[8 to 10 marks] for descriptive accounts with implicit assessment.

[11 to 13 marks] for more explicit assessment of intellectuals' influence on society.

[14 to 16 marks] for assessment that is well informed and consistently analytical, although not fully developed.

[17 to 20 marks] for assessment showing detailed knowledge and insight into the influence of intellectuals on various aspects of society.

10. In what ways, and for what reasons, did the aims of the Progressives appeal to people in the Americas from the late 1890s to 1914? Support your answer with specific evidence from one or more countries in the region.

The Progressive Era was distinguished by efforts to reform politics and ameliorate the social problems created by industrialization and urbanization. Political goals included controlling political bosses and democratizing governing institutions. Public consciousness was developed through the diffusion of new ideas and the publishing of books and magazines. Answers may also refer to the ways in which industrial entrepreneurs began to consider the welfare of the labour class and used it to gain political power. The United States will probably be a popular source of examples, although examples from other countries are equally relevant. The intervention of religious groups could be mentioned and the progressives' attitudes to women and minorities.

Candidates should address both "in what ways" and "for what reasons". Do not expect equal detail on both, but if only one part is addressed then mark out of a maximum of *[12 marks]*.

[7 marks] maximum for answers consisting of poorly focused generalizations.

[8 to 10 marks] for descriptive accounts with implicit analysis of the progressives' appeal.

[11 to 13 marks] for more explicit analysis of how and why their aims appealed to people.

[14 to 16 marks] for answers that are consistently analytical, with a good selection of historical evidence, although not fully developed.

[17 to 20 marks] for perceptive analysis of the appeal of the progressives' aims, effectively supported by detailed knowledge.

11. With reference to *two* countries in the region analyse the reasons for, and the effects of, the Good Neighbor Policy of the United States.

In March 1933 Franklin D Roosevelt broke with the Roosevelt Corollary by endorsing the Good Neighbor Policy which undertook to respect the rights of others. Answers should identify the influence of the United States' domestic situation (Great Depression) on foreign policy toward the rest of America. Candidates may present evidence of the emergence, and in some cases, establishment and development, of nationalistic tendencies. Repercussions in economic affairs and the reactions of elitist groups are important effects. The definition of a new type of foreign policy among the countries allowed the development of domestic projects, which were not always successful.

Candidates should address the two parts of the question. Do not expect equal treatment of "reasons for" and "effects of" the policy, but if only one of them is addressed then mark out of a maximum of **[12 marks]**.

[8 to 10 marks] for narrative accounts of the Good Neighbor Policy, with implicit analysis of reasons for and effects of the policy.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for answers that are structured, consistently analytical and supported with relevant knowledge, although all reasons and effects may not be addressed.

[17 to 20 marks] for showing perceptive and detailed understanding of the reasons for, and the effects of, the Good Neighbor Policy.

12. To what extent did foreign intervention prolong the Mexican Revolution?

Candidates should analyse the effect on the Revolution of foreign pressures, mainly but not only from the United States. The importance of natural resources, foreign capital investment and legislation are major issues.

Reward those answers that present a clear evaluation of the degree of influence of foreign intervention during a considerable period of the Revolution.

[8 to 10 marks] for narration of the main events of the Revolution and external intervention, with implicit assessment.

[11 to 13 marks] for more explicit assessment.

[14 to 16 marks] for clear assessment of the extent to which foreign intervention prolonged the Revolution, although the analysis may not be fully developed.

[17 to 20 marks] for assessment that is thorough and perceptive, perhaps including analysis of Mexican rulers' connections to foreign interests.

13. How successful were government programmes in solving problems caused by the Great Depression, in *two* countries of the region?

Candidates are likely to focus on the United States together with Canada, Brazil, Mexico or Argentina. Generally it was the burst of economic activity that came with the Second World War rather than the New Deal and the programmes of other countries which did most to solve the problems of the Great Depression. However, it can be argued that some progress was made in tackling the problems of agriculture, banking, manufacturing, working hours, unemployment and poverty. Answers should show specific knowledge of programmes and indicate the extent to which they resolved the problems.

If the programme of only one country is addressed, the maximum is **[12 marks]**.

[7 marks] maximum for vague uncritical accounts of programmes.

[8 to 10 marks] for accounts with implicit analysis or some comment on how they dealt with the problems of the Great Depression.

[11 to 13 marks] for more explicit assessment and relevant supporting detail.

[14 to 16 marks] for well focused, well-supported assessment of the extent to which problems were resolved in several areas.

[17 to 20 marks] for deeper assessment. Answers at this level may argue that Social Security, guaranteed collective bargaining rights and bank reform dating from this period have had a lasting, positive affect.

14. **“The political and economic impact of the First World War on Canada was more positive than negative.” How far do you agree with this judgment?**

Political impact. War weakened ties with Britain, brought international recognition (including at Versailles and the League of Nations) and increased self-awareness as a nation. On the other hand, it divided Canada as never before; conscription crisis and “Khaki” election 1917 caused acrimony between English and French Canadians that lasted decades.

Economic impact. Increased agricultural exports; industrial growth with demand for minerals, railroads and ships. War proved very costly, but victory bonds and income tax raised billions and Canada emerged from war without debt.

Do not expect all the above, or equal treatment of the two aspects. But if only political or economic impact is addressed, the maximum is *[12 marks]*.

[7 marks] maximum for general narratives of Canada in the First World War showing limited knowledge.

[8 to 10 marks] for narrative accounts with implicit analysis or comment on political and economic impact of the First World War on Canada.

[11 to 13 marks] for assessment of impact that is explicit and focused, though not detailed and developed.

[14 to 16 marks] for a soundly developed line of argument, for instance that national unity suffered a setback with the conscription crisis but other forces were also influential and continued to draw Canadians together.

[17 to 20 marks] may be reached for deeper analysis or good use of different interpretations.

15. In what ways and to what extent were the policies of *either Vargas or Perón* successful in achieving their aims?

Answers could refer to social, political and economic policies, and even foreign policy.

Vargas (Provisional President 1930-34, President 1934-45, 1950-54). Aims included securing popular support and power, restoring federal unity in the early 1930s, increasing centralization and modernizing the country. A pragmatist, he restored federal unity and was elected President in 1934 through making concessions. Then frightened the elites into abolishing the new constitution and establishing a dictatorship in 1937-8. Established the Estado Nôvo and began to build a multiclass, pro-industrial, urban-based populist alliance. Modernized the country through centralization, diversification in agriculture, improvements in transport and communications, placing mineral resources and key industries under national ownership, promotion of industrial expansion, and implementation of a new labor code (1943). Joined the Second World War on the side of the Allies, gaining financial aid for industrialization. Won the 1945 election, but removed from power by the military. Made economic policy his top priority 1950-54, but inflation, trade deficit and doubts about US loan commitments had adverse effects, but there were also positive effects. Faced with demands for his resignation, he shot himself. Vargas's reforms had big effects in cities.

Perón (President 1946-55 and 1973-4). Aims included securing popular support and power, reducing foreign influence in the economy, and building a "New Argentina" with social justice and economic prosperity. His nationalist and populist policies included creating a political alliance of workers, managers and the military; nationalizing the foreign-controlled railways, docks, and largest telephone company; introducing social justice measures and Five Year Economic Plans. Initially he had considerable success in achieving his aims: elected president in 1946 and 1951; GDP rose 1946-8, aided by post-war economic boom; living conditions of workers and laborers improved; paid off Argentina's entire foreign debt in July 1947. Less successful from 1949 as the economy performed badly, inflation rose, world prices for Argentina's exports fell, Evita died (1952), and he became more authoritarian. By 1955 had to resign or face civil war. Re-elected 1973, but the ensuing economic recovery and social stability were short-lived because of the 1974 economic crisis.

Credit analysis of foreign policy but do not demand it, and do not expect all of the above.

[7 marks] maximum for unsubstantiated generalizations or vague and inaccurate general comments.

[8 to 10 marks] for descriptive accounts with implicit structure and analysis.

[11 to 13 marks] for more focused answers, with some explicit analysis.

[14 to 16 marks] for answers that focus on how, and to what extent aims were successfully achieved, though analysis may not be fully developed.

[17 to 20 marks] for sharply focused answers that show detailed knowledge and thorough analysis of aims, policies and extent of success.

16. Assess the effects of the Second World War on women and minorities in *two* countries in the Americas.

Answers are likely to focus on the effects on women and minorities in the USA and Canada, but examples can be drawn from other countries in the Americas. The term “minorities” should be defined and explained within the specific context.

Women. Candidates may refer to some of the following: rapid industrial expansion stimulated in many countries by the war led to new opportunities in terms of work and status; women volunteers in the military; decline in workplace opportunities when war ended, but perceptions changed and women increasingly important to some jobs and professions; encouraged political consciousness too.

Minorities. Japanese Americans sent to relocation camps and Japanese Canadians interned; their treatment shows the adverse effect of the war on some minorities, with denial of citizenship, break up of families and economic hardship. To show impact varied, answers could refer to French Canadians or Mexican Americans; Mexican labourers gained work in the United States but encountered discrimination. Answers could also assess the effects on African-Americans.

Coverage may be imbalanced, but if only one country or one part of the question is addressed the maximum is *[12 marks]*.

[7 marks] and below for vague and inaccurate general comments.

[8 to 10 marks] for factual accounts with implicit analysis.

[11 to 13 marks] for more explicit analysis, perhaps developing the theme that the war brought new opportunities for women but considerable suffering for some minorities.

[14 to 16 marks] for a more detailed and consistently analytical approach, possibly explaining how the war proved an important step in a long move towards equality for particular women and groups.

[17 to 20 marks] for analysis that is more perceptive and well-developed, perhaps examining how changes varied from country to country and within one country.

17. *Either*

Analyse the impact of the Cold War on Canada in the period 1945 to 1965.

Or

Explain why the Cold War provided favourable circumstances for the establishment of military leaders in any *two* countries in Latin America.

Canada. Analysis of impact could include reference to some of the following: Canada not a superpower but a founder member of NATO (1949); Canadian foreign policy principles consisted of a commitment to NATO and to the UN as the best mechanism for international peace; support for, and participation in, international peace keeping came to be regarded by Canadians as an important part of their identity. Member of the UN force in the Korean War; assisted greatly in defusing the Suez Crisis (1956); collaborated with USA in creation of NORAD in 1957 to integrate their defence systems; Canada threatened by the installation of Soviet ICBMs on Cuba in 1962, and the proximity of nuclear war; member of peacekeeping force in Cyprus (1964-5). Deterioration of US/Canadian relations between 1954-64, Canada's anti Vietnam War stance, and Canada's opposition to the US embargo of Cuba.

Latin America. Content of explanations will depend on the two countries chosen. Answers could include analysis of problems linked to their economic situation; spread of movements associated with leftist ideology; government resistance to popular movements and wider political participation; the influence of the Cuban revolution in the hemisphere and the impact of 1961-2 events. Strong answers will show understanding of domestic circumstances and Cold War influences. Weak answers will narrate and lack detail. There is a considerable amount of material on Castro, but to score well answers must explain Cold War influences on the establishment of his rule.

[7 marks] and below for unsubstantiated generalizations.

[8 to 10 marks] for narrative accounts with implicit analysis.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for analysis that is well focused, although it may not be fully developed.

[17 to 20 marks] for perceptive answers, showing very good understanding of Cold War influences.

18. **Assess the achievements and limitations of the domestic policies of *one* of the following presidents: Lyndon B Johnson (1963–9); Jimmy Carter (1977–81); Ronald Reagan (1981–9).**

Johnson vastly increased federal spending on health, the disadvantaged and education (“Great Society”); sought to outlaw racial discrimination (1964 Civil Rights Act and 1965 Voting Rights Act); promoted Medicare, the greatest expansion of benefits in the history of Social Security; introduced various anti-poverty, housing and urban renewal measures; supported important initiatives in education including the Head Start Program and Higher Education Acts 1965 and 1967. Medicare costs exceeded initial projections, but greater problems were the cost of the Vietnam War and hostility to it as it escalated, leading to social reforms falling short of their promise and a society tearing itself apart.

Carter believed his innovative energy strategy was his main achievement. The National Energy Act (1978) was intended to reduce the threat of a second oil crisis; it encouraged production of natural gas, offered incentives for the development of alternative energy sources to fossil fuels, and encouraged energy conservation by grants and an energy tax on petroleum. It was forward looking, but its impact in reducing dependence upon foreign oil was marginal; Carter’s legislative successes were few because he found little support for his policies; failed to establish a working relationship with Congress; and his administration was plagued by economic stagnation and soaring inflation.

Reagan sought to raise prosperity through income tax cuts, increasing employment, reducing spending on social services, and substantially increased growth in GDP. The economy did boom, assisted by a decline in world commodity prices, deregulation, and extensive military spending as well as his tax cuts (of 25 %). Achievements also included substantial growth in GDP (33 %), creation of eighteen million new jobs, and a reduction in federal spending. By the late 1980s, however, there was a huge domestic budget deficit, serious economic recession, and it was clear that tax cuts had mainly benefited the rich.

Do not expect answers to include all the points above, but maximum of **[12 marks]** if only achievements or limitations are addressed.

[7 marks] maximum for vague, general narratives of one presidency.

[8 to 10 marks] for narratives of the chosen president’s policies with implicit analysis of achievements and limitations.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for detailed and well-focused argument on achievements and limitations, though not all aspects of the question may be addressed.

[17 to 20 marks] for perceptive analysis, possibly with use of different interpretations.

19. Analyse the aims and achievements of the foreign policies of Harry S Truman (1945–53) and George Bush (1989–93).

Aims. Both presidents sought to maintain US interests and supported selected causes. For example, Truman: containment policy led to financial support (Marshall Plan), NATO, intervention in China and Korea. Bush: US intervention in Panama (1989), the Gulf War (16 January-27 February 1991) and Somalia (1992-4). Both sought to achieve intervention under UN auspices, Truman in Korea (1950-3) and Bush in the Gulf War and Somalia.

Achievements. Candidates might analyse Truman's role in the ending of the Second World War, the Berlin Airlift, creation of NATO, and the Korean War; and for Bush, analysis might include reference to the liberation of Kuwait and limited US casualties in the Gulf War (reported to be 79 killed, 45 missing and 9 captured), and possibly intervention in Somalia (though it failed to restore peace and order as planned).

Do not expect all the above. Maximum of *[12 marks]* if the foreign policy of only one of the two presidents named is analysed.

[8 to 10 marks] for end-on accounts of both presidencies with implicit analysis.

[11 to 13 marks] may be scored with some explicit analysis of the aims and achievements of their foreign policy, though the analysis will not be fully developed.

[14 to 16 marks] for well-argued, well-supported analysis of the presidents' aims and achievements, although the analysis may not be fully developed.

[17 to 20 marks] for well substantiated, perceptive analysis of the two presidents' foreign policy aims and achievements.

20. “The outcome of the Vietnam War was determined not on the battlefield, but on the television screen.” How far do you agree with this judgment?

The question encourages candidates to discuss the relative importance of relevant factors in determining the outcome of the Vietnam War. Factors considered by candidates could include some of the following: the extent to which American resolve and unity was undermined by television presentations of US casualties; military incompetence and drug taking; national demonstrations against the war and its effects; the brutality of the war which left so many people dead, or mentally or physically injured; the corrupt, incompetent regime in South Vietnam; the support that the Vietcong received from the population, which allowed them to escape and hide easily.

[7 marks] maximum for answers showing a partial grasp of the question’s implications and limited relevant knowledge.

[8 to 10 marks] for accounts of the Vietnam War with implicit analysis of what determined the outcome.

[11 to 13 marks] for a more focused discussion of why the US was unable to defeat the Vietcong, but with limited development.

[14 to 16 marks] for well-focused, structured analysis of the influence of television, and other factors, although the analysis may not be fully developed.

[17 to 20 marks] for perceptive assessment, possibly including use of different interpretations.

21. Account for the development of the Civil Rights movement in the USA during the 1950s. To what extent had the movement achieved its aims by the time of the March on Washington (August 1963)?

Account for. Candidates could refer to the leadership of Martin Luther King Jr, including leading campaigns to desegregate all public facilities (schools, restaurants, transportation, *etc.*) and to win for blacks the unrestricted right to vote and hold public office. Also influential were various organizations (Southern Christian Leadership Conference, National Association for the Advancement of Coloured People, Student Non-Violent Coordinating Committee, *etc.*) and the appeal of the movement's aims and non-violent methods.

To what extent. In assessing the extent of the Civil Rights movement's success in achieving its aims by 1963, candidates could refer to some of the following:

- Legal and judicial gains culminating in the Supreme Court case of Brown versus Board of Education of Topeka (1954) against school segregation.
- Montgomery bus boycott (1955) which won desegregation of seats.
- Federal troops sent to Little Rock (1957) to enforce school desegregation.
- Civil Rights Acts (1957, 1960) that set criminal sanctions for racial violence.
- Student sit-ins in 1960–61 that forced desegregation of cinemas, supermarkets, libraries and other public facilities.
- On the other hand, the ending of discrimination in public accommodation and employment as well as the lifting of restrictions on the right of blacks to vote were not immediately achieved.

Do not expect all the above. Maximum **[12 marks]** if only one part of the question is addressed.

[7 marks] and below for vague and inaccurate general comments.

[8 to 10 marks] for a general overview of developments with implicit analysis of reasons for development and assessment of success.

[11 to 13 marks] for more explicit analysis of the development, and assessment of how successful the movement was by 1963.

[14 to 16 marks] for well-structured explanation of development and assessment of the extent to which original aims had been achieved, although analysis may not be fully developed.

[17 to 20 marks] for addressing the question in a direct and focused manner, with detailed explanation of development and perceptive assessment of what had and had not been achieved by 1963.

22. Analyse the successes and failures of Castro’s social and economic policies in the period 1960-1990.

The focus of the answer should be on social and economic policies. Candidates will probably refer to health programmes, education and land distribution as positive factors. Censorship, torture and limitations on personal freedom will probably be mentioned as negative effects. Probably the relationship between the USSR and Castro will be discussed, but focus should be on social and economic policies. Strong answers will offer well-substantiated analysis of both aspects and show awareness of the period mentioned in the question.

Do not expect equal treatment of social and economic policies, but if only one is addressed then the maximum is **[12 marks]**. When marking do not consider the ideological posture of the candidate; marks should be awarded according to the relevance of the argument and the detail in the supporting evidence.

[7 marks] maximum for emotional and unsubstantiated generalizations.

[8 to 10 marks] for descriptive accounts of Castro’s administration, with implicit analysis of the successes and failures of his social and economic policies.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for structured, well focused, consistently analytical answers, although the analysis may not be fully developed.

[17 to 20 marks] for analysis of successes and failures that is detailed and perceptive. Answers at this level could include analysis of relevant Cold War effects or examination and use of varying interpretations of the effectiveness of Castro’s social and economic policies.

23. Assess the contribution of foreign investment and transnationals to the economic development of Canada since 1950.

The question provides candidates with an opportunity to show their ability to weigh the positive and negative contribution made by foreign investment and transnationals. Good answers may posit an argument substantiating their contribution to employment, prosperity and development of resources but weighing this against increased dependency on US investment in Canadian natural resources and US control of much Canadian manufacturing.

[7 marks] maximum for answers showing limited knowledge and awareness of the question's implications.

[8 to 10 marks] for accounts of Canada's economic development since 1950 with some implicit assessment.

[11 to 13 marks] for more explicit assessment.

[14 to 16 marks] for well-focused, structured assessment of the contribution of foreign investment and transnationals to Canada's economic development post 1950, although assessment may not be fully developed.

[17 to 20 marks] for a deeper, perceptive assessment of their contribution across the period 1950–1995.

24. “Technology is a new type of imperialism.” Discuss this statement with reference to the impact of technology upon at least *one* country in the Americas during the twentieth century.

Candidates need to say what is implied by “a new type of imperialism”, show awareness of relevant technological developments in the country or countries they have chosen, analyse changes brought about by these developments, and be aware that these may or may not be detrimental. Answers could focus on impact on particular areas, for example economic, social, recreational or cultural aspects. Good answers may either show depth of analysis in discussion of one country or broad understanding of impact on more than one country.

[7 marks] maximum for mentioning some influences of technology without building a satisfactory answer.

[8 to 10 marks] for general discussion with some, though limited specifics of impact.

[11 to 13 marks] for a more focused discussion of the influence of technology.

[14 to 16 marks] for well-focused analysis of impact on several aspects.

[17 to 20 marks] for perceptive analysis and argument regarding the claim that technology is a new type of imperialism.

25. To what extent was the Organization of American States (OAS) successful in achieving its aims in the period 1950 to 1970?

The member states of the OAS committed themselves to promote peace and democracy, economic co-operation, social justice and human rights, continental solidarity (which the US wanted) and total non-intervention (which the Latin American states wanted). The OAS was formed in 1948 and became operational in 1951. In their assessment of the extent to which the organization was successful in achieving its original aims, candidates could refer to some of the following: compromise reached following the outbreak of war in Korea in 1950; agreement to suspend Cuba's membership in 1962, and to impose sanctions in 1964; intervention in the Dominican Republic in 1965; attempts to settle border disputes between El Salvador and Honduras (Soccer War, 1969); initiatives to promote social justice and human rights.

Reward assessment that shows sound knowledge and understanding of the aims and activities of the OAS in the period 1950 to 1970.

[7 marks] maximum for vague generalizations about the aims and activities of the OAS.

[8 to 10 marks] for better informed accounts of the OAS, though assessment may be implicit or limited to some comments.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for answers showing structure and consistent analysis, though the analysis may not be fully developed.

[17 to 20 marks] for detailed and very thorough assessment of the extent to which the OAS was successful in achieving its aims in the period 1950 to 1970, possibly referring to differing interpretations.
