



MARKSCHEME

November 2004

HISTORY - AMERICAS

Higher Level

Paper 3

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1. Compare and contrast the treatment of Native Americans by English and Spanish settlers in the colonial period.

Latin America: aim was to convert natives. Spaniards destroyed several major Indian civilizations including Aztecs and Incas. In some places, Indians were enslaved, treated as children or subject to debt slavery (peonage). Intermarriage with Spaniards and blacks was allowed.

Canada: aim was also to civilize and convert the native people, but they were not as numerous or as established as in Latin America. Efforts to convert Indians were only randomly successful.

United States: aim was to settle, to create their own communities; settlers learned some skills from the natives. Colonies had different policies and methods of dealing with native peoples; Europeans generally took advantage of them, took their lands, destroyed their hunting and burial grounds.

[8 to 10 marks] could be awarded for narrative accounts with implicit analysis of similarities and differences.

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

[14 to 16 marks] for answers that are focused, well structured, consistently analytical and supported by accurate knowledge.

[17+ marks] could be reached for answers that address similarities and differences in a direct focused manner, with detailed analysis of specific situations. The strongest answers may offer comparisons showing depth and insight.

2. Analyse the external and internal factors which contributed to the growth of independence movements in *either* British *or* Spanish colonies.

Spanish colonies:

External reasons: American Revolution 1776 (as model for change, changing sources of power and authority, an American republic without nobility, representation). The Haitian Revolution 1791 (a Slave revolt – successful, established an independent black republic). French Revolution 1789 and ideas of Enlightenment. Napoleon’s invasion of Spain.

Internal reasons: relations of Spaniards and Creoles, Municipal Government (and building) – Cabildo, Creoles losing Government positions due to Spanish reforms.

British colonies:

External reasons: ideas of the Enlightenment, international conflicts involving Great Britain, France and Spain, the French and Indian Wars and the effects of the wars: reorganization of the British Empire, Pontiac’s rebellion, the proclamation of 1763 and the acts passed by the British government.

Internal reasons: nationalism, from the colonists’ point of view every act by the British government was perceived as an alarming threat to the cherished liberties and long-established practice of representative government (no taxation without representation).

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth and insight.

3. Why did political parties develop in the United States during the 1790s?

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

[8 to 10 marks] for narrative accounts and limited knowledge.

[11 to 13 marks] for more evidence of knowledge and analysis.

[14 to 16 marks] for strong, well focused and argued answers.

[17+ marks] for structured answers with sufficient detail and analysis.

4. Assess the economic and social conditions of free African Americans in *one* country of the region during the nineteenth century.

Answers will probably focus on the United States, Brazil or Haiti. Candidates should provide some specific information about how free African Americans earned their living (different ways), what their legal status was (no rights in the US, some in Brazil, most in Haiti), and social status (at the bottom of the social spectrum in the US, significant assimilation in Brazil, complete integration in Haiti). Answers should show evidence that free African Americans ranged across the entire economic spectrum, from laborer to craftsman to business, education, and in some cases, political influence. The mention of former slaves in any of the countries would enhance the answers.

[8 to 10 marks] for narrative accounts with implicit assessment and limited knowledge.

[11 to 13 marks] for more explicit assessment and evidence.

[14 to 16 marks] for structured, well supported assessment and argument.

[17+ marks] for answers that address the question in a direct and focused manner, with thorough assessment and evidence on the life of the free African-Americans.

5. To what extent, and for what reasons, did the election of Abraham Lincoln contribute to the onset of the Civil War in the United States?

Expect answers to the first part stating “to a large extent”. Historical evidence shows that Lincoln’s election in 1860 was the final event that triggered the South’s decision to leave the Union. In December 1860 a special convention in South Carolina voted unanimously to secede. Within the next six weeks six states had left the union. In February 1861, representatives of the seven states of the Deep South created the Confederate States of America.

The key to this answer is for “what reasons”. Some of the reasons were what Lincoln stood for, as the South perceived it. However, no single cause brought about the Civil War. Rather, it resulted from the interrelationship of many complex factors. Reward this approach.

Perceptions about Lincoln: in 1846 Lincoln ran for the United States House of Representatives and won. While in Washington he became known for his opposition to the Mexican War and his concerns by the passage of the Kansas-Nebraska Act in 1854. Also in 1856 Lincoln gave his Lost Speech. He opposed the Dred Scott decision in 1857 and gave his famous “House Divided” Speech on 16 June 1858. Additionally, he engaged in a series of debates with Stephen A Douglas in 1858. The debates, though not a part of the Civil War, certainly played a part in its beginning. Lincoln was against the spread of slavery into the territories but was not an abolitionist. His election victory created a crisis for the nation, as many southern Democrats feared that it would just be a matter of time before Lincoln would move to kill slavery in the South. Rather than face a future in which black people might become free and equal citizens, much of the white South supported secession. This reasoning was based upon the doctrine of states’ rights, which placed ultimate sovereignty with the states.

Lincoln vowed to preserve the Union even if it meant war. What started as a war to preserve the Union became a battle for freedom and a war to end slavery when Lincoln issued the Emancipation Proclamation in January of 1863. Although the Proclamation did not free all slaves in the nation—indeed, no slaves outside of the Confederacy were affected by the Proclamation, it was an important symbolic gesture that identified the Union with freedom and the death of slavery.

[8 to 10 marks] for a general overview of the Lincoln’s election with implicit coverage and assessment.

[11 to 13 marks] for a more explicit assessment and explanation of the reasons.

[14 to 16 marks] for well argued, focused answers that show assessment and perception.

[17+ marks] for answers that show depth, breadth and insight in their analysis and assessment. Could show different perspectives.

6. Evaluate the impact of immigration on *one* country of the region from the mid-nineteenth century to 1919.

For Latin America: best possible examples will be: Argentina, Brazil and Chile but any other country will do. Answers will vary according to the selection of the country, but some of the general aspects to be discussed are:

Immigration led to rapid urbanization, which meant Europeanization and industrialization, changed commercial structures and promoted further ethnic integration. Countries that contributed most to immigration: Italy, Spain, Portugal, France, China and Japan (proportions varied according to the country selected by the candidate). Italian and Spanish settlers in Argentina stimulated expansion of cattle industry and development of wheat and shoe industries. In Brazil, Swiss immigrants built cheese industries; Italians gained role in coffee industry; and Japanese pioneered the development of the cotton industry. In Peru, and Argentina British controlled railroad and communications. Italians, Chinese and Japanese became influential in banking and restaurant businesses, and the French dominated jewellery, dressmaking, and pharmaceutical companies. The vast majority of the migrants were manual or rural workers, unmarried males that tended to marry women from the country. Eastern Europeans and women of all nationalities preferred to marry within their own ethnic group. Modernization in commerce and industry strengthened the position of the elite. European styles in art, clothing, housing, and literature became highly popular and set the ideals and values of the era.

For the United States and Canada the possibilities are legion. However, candidates should provide specific examples of their nationalities, a clear idea about where they went, what they did and what impact they had on the society.

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

[11 to 13 marks] for answers with more explicit knowledge and evaluation.

[14 to 16 marks] for well focused, structured answers, showing evidence and analysis.

[17+ marks] for answers that show solid knowledge, balanced evaluation, clear evidence and analysis.

7. Analyse the ideas which influenced Latin American economic development during the nineteenth century and assess the results of this development.

The main idea at the time was: Positivism, with one adaptation, Social Darwinism. It sponsored free and unbridled competition (leading to progress), US a good model (to Latin Americans). Thus the economic transformation of Latin America was based on the export-import model. Some examples: Argentina 1870-1900: Exports up 500 %, Brazil 1833-1890: Foreign trade up 600 %.

Chile 1870-1890: exports of nitrates jumped from 125 000 tons to 1.5 million tons; Cuba 1850-1890: sugar export jumped from 300 000 tons to 1 million tons. Other industries: coffee, guano, bananas, rubber, tin. The results were: Neo-Colonialism and Dependency.

[8 to 10 marks] for narrative accounts with implicit focus on economic development and ideas.

[11 to 13 marks] for more explicit analysis on ideas and results.

[14 to 16 marks] for well focused answers with clear analysis of ideas and results.

[17+ marks] for analytical answers that develop a clear understanding of Positivism and its effects and supports its argument with specific examples although the question does not demand them.

8. What arguments and strategies did Booker T Washington and W E B DuBois offer for dealing with the problems faced by African Americans at the end of the nineteenth and beginning of the twentieth centuries?

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

Both arguments and strategies about both leaders should be addressed for top marks. If only one of them is discussed mark out of *[12]*.

[8 to 10 marks] for descriptive answers that show an implicit analysis of the question.

[11 to 13 marks] for more explicit demonstration of knowledge and analysis about the topic.

[14 to 16 marks] for structured analytical approach supported by specific evidence.

[17+ marks] for structured, well balanced arguments that show knowledge and insight of the arguments and strategies of the two leaders.

9. What were the immediate and underlying causes of United States involvement in the Spanish-American War?

The Spanish American war marks a major shift in US foreign relations: from isolationism to imperialism. The underlying causes of the US involvement in the war can be traced to reasons for US moves towards imperialism. Some of the issues that should be discussed are: industrial revolution; closure of the frontier; example of European nations; nationalism and territorial expansion. The specific concerns about Cuba were: early US interests; despotic Spanish rule; Cuban revolt; humanitarianism, economic interest and strategic reasons; and “yellow” journalism. The most immediate causes were: the De Lome letter (1898) and the sinking of the Maine.

A straightforward question that should not present any particular problem.

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth and insight.

10. “The Roosevelt Corollary turned the Monroe Doctrine on its head.” To what extent, and for what reasons, do you agree with this statement?

In 1904, President Theodore Roosevelt stated that in keeping with the Monroe Doctrine the United States was justified in exercising “international police power” to put an end to chronic unrest or wrongdoing in the Western Hemisphere, and thus act preemptively to eliminate any reason for European military intervention. The Roosevelt Corollary to the Monroe Doctrine contained a great irony: whereas the Monroe Doctrine was designed to prevent foreign interference in the revolutions of Latin America, the Roosevelt Corollary authorized outside intervention, so long as it was intervention by the United States to promote US interests. Over the next thirty years, under the guise of “gunboat diplomacy”, “dollar diplomacy”, and Wilsonian Progressivism, and supported by the Roosevelt Corollary, the United States would intervene militarily and diplomatically again and again to install allies into power and to quell revolts. Examples: Nicaragua, Panamá, Cuba, México.

This question requires an understanding of the Monroe Doctrine and the time period in which the Corollary was established. Candidates should address both demands of the question for top marks.

[8 to 10 marks] for narrative answers with implicit analysis and knowledge and some evaluation.

[11 to 13 marks] for answers with more explicit analysis, knowledge and evaluation.

[14 to 16 marks] for well structured, focused answers clearly showing knowledge and assessment.

[17+ marks] for well-balanced arguments displaying depth, insight and knowledge.

11. Explain why Mexico, after a period of “unprecedented prosperity” from 1876 to 1910, experienced a revolution in 1911.

The period addressed in the question makes reference to the Porfiriato, the rule of Porfirio Díaz. Díaz imposed order and stability that led to prosperity in turn of the century Mexico, but at the tremendous cost of massive social and economic inequities. Candidates should discuss the regime and its problems, **but not address the course of the revolution.**

When Díaz came to power Mexico was in a shambles. Under Díaz Mexico became one of the most stable and advanced of the Latin countries at the turn of the century. Mexico reached a material prosperity based on railroading, mining, industrialization, and commerce (in great measure owned and financed by foreigners), although the great mass of its people, especially in the rural areas, the peasants, were ground deeper in poverty. Díaz achieved all of this by establishing an efficient dictatorship.

[8 to 10 marks] for narrative answers showing an implicit understanding of the Díaz regime.

[11 to 13 marks] for answers showing explicit understanding of the regime but with undeveloped analysis.

[14 to 16 marks] for focused, well argued answers that show knowledge, analysis and evidence.

[17+ marks] for focused, well argued and structured answers showing insights and a depth of knowledge.

12. How did Canada’s participation in the First World War affect its economic and social development?

The answer can be clearly divided into economic and social sections, and should explain some of the following: economic expansion (increase in agricultural exports, demands for minerals, railroads, ships, *etc.*); nationalism, its demands and expressions, effects of the conscription crisis, labour strikes, role of women, general prosperity *etc.*

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth and insight.

13. Examine the literary trends that emerged between 1850 and 1914 in *one* of the following: the United States; Canada; Latin America.

A rather broad theme that invites candidates to demonstrate their acquaintance with the literature of their selected countries at this particular time. For Latin America it would be acceptable to cover the subject in general terms although a particular country would be a better choice. In all the countries the age of the great novels is emerging, although the topics and interest will vary.

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, insight and evidence.

14. Analyse the political and economic changes caused by the Depression to *one* country of the region.

Answers will depend on the selected countries. However, some general issues to consider for a Latin American country are: Latin America heavily depended on exports, prices collapse. e.g. sugar dropped from 25 cents per pound to less than 1 cent per pound. By 1930s – cost more to make than they could sell it for.

Many began to doubt if the system could survive thus:

- almost every Latin American country had a revolution in the early 1930s. (Blame the government.)
- turned inward to find solutions: A policy of industrialization to reduce dependency. Import substitution – tried to produce the item in your own country. A new economic nationalism; heightened ideological conflict – many solutions (socialism, communism, fascism, native solutions); massive movement to cities, urbanization. Dictators arose in most Latin American countries.

These new governments turned to intervention and management in the economy.

United States: notion of the “broker state” and regulation of the economy.

Canada: increasing role of the federal government in the economy.

The question is **not addressing the causes of the Depression or a rendition of the New Deal**. However if the causes of the Depression are mentioned in order to explain the changes this approach should be recognized. Both aspects, political and economic, should be discussed to obtain top marks.

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

[11 to 13 marks] for more explicit analysis and evidence addressing changes.

[14 to 16 marks] for explicit analysis, solid arguments and evidence about political and economic changes.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, insight and evidence in both areas.

- 15. Explain why Populist movements emerged in Latin America in the first half of the twentieth century. Illustrate your answer with specific examples from *one* country of the region.**

Answers should include a notion of the political response to the socioeconomic changes experienced in the area during the 1930s (urbanization, economic instability, nationalism, political awareness of classes not included in political process); and multi-class “popular alliances” to achieve power. Typical examples: Juan Perón in Argentina during 1940s; in Brazil, Brazil’s Estado Novo and Getúlio Vargas during the late 1930s and Lázaro Cárdenas in Mexico during the same period. Main characteristics to be discussed: role of charismatic leadership, semi-authoritarian rule (coalition against a particular set of interests that was prevented from participation); representation of class interests that were bound to conflict with each other. Other countries can be used as examples but specific conditions of the given country are a must. Analytical answers should be rewarded. Marks will depend on the depth of the comments and examples.

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments, evidence supporting specific examples.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, knowledge, insight and evidence.

- 16. Assess the impact of the Second World War on the economy of *one* country of the region.**

Candidates might discuss not only the positive but the negative impact. Some of the issues that could be addressed are economic recovery, increased production, and employment opportunities. On the other hand, candidates could discuss rationing, inflation, scarcity of consumer goods, and lack of diversification in the country’s economy.

[8 to 10 marks] for narrative without concrete or specific evidence.

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments, and clear evidence.

[17+ marks] for answers that address the question in a focused, structured manner, and show depth, knowledge, insight and evidence.

17. How did the Cold War change relations between the United States and *either* Latin America *or* Canada between 1945-1953?

A rather traditional and straightforward question. The main issue to address in the question is the “change” in the relations with the US.

Latin America

Strong candidates will discuss the basic “neglect” of the US foreign policy toward Latin America after 1945 and its concern with the events in Europe, although the trend for hemispheric cooperation, as illustrated by the formation of the OAS, should be included. Latin America became the focus of concern for the US only after the Cuban Revolution in 1959.

The Cold War brought a closer relationship with the US, with two major developments: economic aid to prevent the spread of Communism (such as the Alliance for Progress) and US support for dictatorial regimes when the US considered that it was the only alternative to disorder and possible revolution. Virtually all of South America fell under such regimes. Some examples that can be used are: Argentina and Peru 1962; Brazil 1964; Chile 1973. In Central America, in countries such as Nicaragua and El Salvador, the US employed tactics that included economic sanctions, a campaign of public misinformation, support of rightist counter-revolutionary armies (the Contras), and covert terrorist operations aided by CIA.

Canada’s relations with the US became one of collaboration and cooperation. Their initial perceptions toward the Cold War seemed very close to those of the US, although uneasiness about US power and actions emerged later. Concerns for the country’s security led Canada to join Britain and the US in the formation of NATO, in which it became an important member. Canadian Cold War policies were a mixture of caution and self-interest (no participation in the Berlin Airlift; a share of offshore procurements under the Marshall Plan) but cooperation was the rule. However, conflict and disagreements were sometimes present such as in the NORAD agreements and US demands; Cuba in 1962; the nuclear warheads controversy; and the Vietnam War.

[8 to 10 marks] for answers showing understanding of the question but limited analysis and evidence.

[11 to 13 marks] for answers which are focused and well structured in their arguments but do not consider all the implications of the change in the relationship.

[14 to 16 marks] for well structured, focused, and analytical answers but that may not explain (explicitly) what the “change” was.

[17+ marks] for answers which address all the aspects in the previous markband and display a sound understanding of the historical context by analyzing the relations before and after, or challenge the assertion of “change” in a satisfactory way.

18. Compare and contrast John F Kennedy and Lyndon B Johnson with respect to their aims and their style of leadership.

Kennedy grew up in a world of ease and privilege. He was young, charismatic, witty and refined, and brought a new, personal style to the presidency. He surrounded himself with both tough minded pragmatists like his Secretary of Defense McNamara, and liberal academics such as the economist John Kenneth Galbraith. But for the job of Attorney General, he chose his brother, Robert Kennedy and surrounded himself with an “inner core” of advisers with whom he actually made all decisions. More than any other president of the century (except perhaps Ronald Reagan) he made his own personality an integral part of the presidency and the central focus of national attention. Despite his appealing public image, however, Kennedy was pursued by continuous doubts about his youth, his family connections, his religion and relative lack of experience. Actually Kennedy won by a small plurality of the popular vote and only a slightly more comfortable electoral majority.

On the other hand, his successor Lyndon B Johnson could hardly have been more different than Kennedy. He was the native of the poor “hill country” of west Texas and had risen to eminence by dint of extraordinary, even obsessive effort and ambition. The opposite of Kennedy, Johnson had a rough edged, even crude personality, but he was, by far, the more experienced politician and lawmaker. Johnson’s style of leadership also stood in contrast with Kennedy’s. Johnson’s was bullish, aggressive and coercive, and in order to achieve his aims he did not hesitate to use what came to be known as “the Johnson treatment”: a mixture of intimidation and personal appeal that proved to be very effective.

Both Kennedy and Johnson promoted ambitious programs of domestic legislation: Kennedy the “New Frontier” and Johnson “the Great Society”. But, in the case of Kennedy the narrowness of his victory limited his political effectiveness, and through his brief presidency he had serious problems with the Congress. Although Democrats remained in control of both houses, the party majorities were dependent on conservative southerners, who were far more likely to vote with the Republicans than with Kennedy. Many of those southerners occupied powerful committee chairmanships. One after another of Kennedy’s legislative proposals were not passed. Johnson, on the other hand, proved to be more effective in translating his goals into reality. Between 1963 and 1966, he achieved the most impressive legislative record since FDR. Aided by the wave of emotion that followed Kennedy’s assassination Johnson found support for many of the “New Frontier” proposals. But Johnson also constructed a remarkable reform program, his “Great Society”. And he won approval of much of it through the same congressional lobbying that had made of him one of the most effective majority leaders.

[8 to 10 marks] could be awarded for narrative accounts with implicit comparisons of leadership and achievements of their aims.

[11 to 13 marks] for more explicit comparisons of leadership and achievements of their aims.

[14 to 16 marks] for answers that are focused, well structured, consistently analytical and supported by accurate knowledge.

[17+ marks] could be reached for answers that address the question in a direct focused manner, showing insight and detailed comparative analysis.

19. For what reasons, and with what results, did the United States become involved in Vietnam?

The reasons for US involvement: each US president, from 1948 to 1968, applied the doctrine of containment (fears of communism and the domino theory) to justify their policies in Vietnam. Candidates could trace each of the presidents' increasing involvement and its consequences and their limitations in containing the Vietcong advance. As for the results: the ultimate failure by 1975 when Saigon was occupied by the North Vietnamese and Vietcong. Vietnam was at last united and free from foreign intervention under a Communist regime. In the same year communist governments were also established in Laos and Cambodia. Furthermore, in addition to a massive loss of lives, the Vietnam war seriously affected US prestige in the world, drained the economy of the country, produced significant domestic upheavals and shook the people's confidence in its political system, and changed the approach of US about involvement in similar conflicts.

Candidates should discuss both reasons and results for top marks. If only one aspect of the question is discussed mark out of *[12]*.

[8 to 10 marks] for descriptive answers that show an implicit analysis of the question.

[11 to 13 marks] for more explicit demonstration of knowledge and analysis about the topic.

[14 to 16 marks] for structured analytical approach supported by specific evidence.

[17+ marks] for structured, well balanced arguments that show knowledge and insight in the topic considering both reasons and results.

20. “The Watergate Scandal confirmed that in the United States the democratic process worked.” To what extent do you agree with this statement?

Probably a very controversial question. You can expect different arguments and accept them in so far as they are supported with specific evidence. However, a complete denial of the validity of this statement would not be considered a balanced answer.

[8 to 10 marks] for narrative answers with implicit analysis but little evaluation.

[11 to 13 marks] for answers with more explicit analysis, knowledge, and evaluation.

[14 to 16 marks] for well structured, focused answers clearly showing knowledge and assessment.

[17+ marks] for well-balanced arguments displaying depth, insight and knowledge.

21. Compare and contrast the causes of *two* revolutionary movements in Latin America after 1945.

Answers will vary according to the selected countries. The most probable examples are: Cuba, Guatemala, Nicaragua, and Chile. Each has their own particular causes but some similarities to be taken into account might be: economic problems, political repression, foreign intervention, appeal of Marxism, political corruption and inequalities. Differences: leadership.

[8 to 10 marks] could be awarded for narrative accounts with implicit comparison of causes.

[11 to 13 marks] for more explicit comparisons of causes.

[14 to 16 marks] for answers with a comparative structure and well supported arguments.

[17+ marks] could be reached for running comparisons showing depth and insight.

22. How successful were the governments of Canada in solving the country's domestic problems in the 1960s?

Answers could discuss the three major problems confronting Canada during the 1960s: the conflicting relations between French and English, the persistence of regionalism and the unequal partnership between Canada and the United States. Focus on mainly one of them, if well argued and discussed, is acceptable, but for top marks the second part of the question, which requires evaluation, should be addressed.

[8 to 10 marks] for descriptive answers that show an implicit analysis of the question.

[11 to 13 marks] for more explicit demonstration of knowledge and analysis about the topic.

[14 to 16 marks] for structured analytical approach supported by specific evidence.

[17+ marks] for structured, well balanced arguments that show knowledge and insight about the issues.

23. Explain why and how the Civil Rights movement became more radical as the 1960s progressed.

Why: some African Americans argued that racist attitudes and institutions were too deeply entrenched in American society for integration to work. Despite the Civil Rights Acts of 1964 and 1965, young African Americans, particularly in the north, were losing patience with the slow progress toward equality and the continued violence against their people by white extremists. The Kerner Commission, a federal investigation of the riots of the mid sixties, agreed with them. It concluded that racism and segregation were chiefly responsible and that the United States was becoming “two societies, one black, one white-separate but unequal.” The issue of civil rights had spread far beyond de jure segregation practiced under the law in the south and now included de facto segregation and discrimination in the north and west.

How: the civil rights movement changed from the early sixties emphasis on integration and non violent tactics to a more radical movement in the late sixties and early seventies with emphasis on cultural identity, black nationalism, separatism and self improvement. Examples of the first phase of Civil Rights: Martin Luther King’s leadership and philosophy, sit-ins, freedom rides; the March on Washington (1963); March to Alabama (1965). Examples for the second phase: Black Muslims and Malcolm Xs advocacy of self-defense using black violence to counter white violence. Black Power and the Black Panthers; race riots which erupted in the black neighborhoods of major cities from 1964 through 1968.

Candidates should address the two parts of the question. If only one aspect is developed mark out of *[12]*.

[8 to 10 marks] maximum will be awarded for descriptive accounts with comments and argument based on barely sufficient material.

[11 to 13 marks] for more explicit analysis but a not too well developed “why” and “how”.

[14 to 16 marks] according to depth and detail, these marks will be scored for structured answers showing knowledge and focused analysis.

[17+ marks] for well balanced, argued and analytical answers showing insight and depth.

24. Examine the contribution of women to cultural developments in *one* country of the region in the twentieth century.

Candidates will have the opportunity to display knowledge of the topic. Women's contributions are in all fields of culture: education, painting, music and literature. Again, answers will depend of the selected country. Candidates should name specific women and be clear about their particular contribution in the selected field.

[8 to 10 marks] for narrative accounts with only implicit analysis and limited evidence.

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and clear evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, insight and evidence.

25. Evaluate the successes and failures of *one* regional trade agreement in the region since 1945.

Candidates should focus on one trade agreement of their choice. Some possible examples can be: Pacto Andino, NAFTA, or Mercosur, but any well-known agreement can be valid.

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

[11 to 13 marks] for more explicit analysis and evidence.

[14 to 16 marks] for explicit analysis, solid arguments and evidence.

[17+ marks] for answers that address the question in a focused, structured manner and show depth, insight and evidence.
