



MARKSCHEME

November 2005

HISTORY- AMERICAS

Higher Level

Paper 3

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1. **“The development of the colonies in the Americas was determined more by economic than by religious issues.” With reference to *one* colony in the area, to what extent do you agree with this statement?**

This statement is valid only to a certain extent. In any of the colonies religious and economic issues were involved and both were very significant. However, accept arguments for only one of the factors if they are very well sustained and argued, and if the possibility of the other has been considered but in the candidate’s view is not acceptable.

[7 marks] and below for inadequate general answers.

[8 to 10 marks] for descriptive accounts and undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question but limited examples and analysis.

[14 to 17+ marks] for fully analytical and relevant answers with detailed insights and perceptive comments.

2. **How significant was the role of outside powers as a cause of the Wars of Independence?**

Expect answers which give a great deal of significance to the outside powers. The question does not demand one specific colony or area of the region. Accept a general answer which makes use of one area as example, but other “outside powers” in other areas should be discussed. For the British colonies, the English victory in the French and Indian War (1756–1763) decided the colonial fate of North America and created some of the problems that led to eventual colonial independence. After the war, the British ended their century long policy of salutary neglect, attempting to keep the colonies under a more watchful eye. The British also raised taxes in an effort to pay for the war. Both of these policies resulted in massive colonial discontent and added to the nationalism that eventually exploded in the War of Independence. As for the Spanish and Portuguese colonies, the Bourbon reforms and Napoleon activities in the peninsula destroyed the legitimacy of the Spanish crown and opened the gates for the movements of Independence in Spanish America.

[7 marks] and below for answers that partially address the question.

[8 to 10 marks] for narrative accounts with implicit explanations about the role of the outside powers.

[11 to 13 marks] for more explicit explanations.

[14 to 16 marks] for focused answers showing a sound grasp of the question’s implication although all the aspects may not be addressed.

[17+ marks] for perceptive analysis supported by relevant details.

3. To what extent was the Declaration of Independence of the United States a radical document?

Thomas Jefferson drafted the Declaration of Independence. In composing the Declaration, Jefferson used ideas from the Enlightenment, especially those of John Locke. Not only did the Declaration represent a milestone in the history of the United States, but it also turned the political philosophies of eighteenth century Europe into real political practice, thus in many ways it can be argued that the Declaration was a radical document. However accept well supported arguments which hold the opposite view.

Watch out for answers that address the Constitution instead of the Declaration.

[7 marks] and below for general narratives with limited relevant knowledge.

[8 to 10 marks] for narrative accounts but with implicit understanding of the demands of the question.

[11 to 13 marks] for a more explicit assessment.

[14 to 16 marks] for focused analysis and arguments about/against the “radicalism” of the Declaration, although the analysis is not fully developed.

[17+ marks] for thorough analysis, evaluation and arguments showing detailed knowledge and insight.

4. Analyse the impact of slave revolts in the United States in the first half of the nineteenth century.

Answers should demonstrate knowledge about some of the slave revolts although an exact knowledge about each of them is not necessary for a good answers. Slave revolts in the South were rather few. The main were: in 1800 one led by Gabriel Prosser, in Richmond, Virginia. It was discovered and broken by local authorities. Just three years later the slave rebellion in the French colony of St Dominique (now Haiti) led to the creation of the first black republic of the Western Hemisphere. Haiti came to stand for different things. To whites, it represented the ultimate nightmare. To blacks it was an inspiration. In 1822, Denmark Vessey, a free black from Charleston, organized a slave insurrection that was also unsuccessful, and in 1831 Nat Turner’s, although quite violent, was not a success either. These revolts sent great fear through the white South, resulting in the tightening of laws governing slaves and free blacks, the expansion of southern militia systems, the enactment of new slave codes and most significantly the closing of ranks. The results contributed to the outbreak of the Civil War by hardening positions and justifications in the South.

[7 marks] and below for limited knowledge and unsubstantiated answers.

[8 to 10 marks] for general answers with implicit evaluation.

[11 to 13 marks] for more focused and explicit arguments.

[14 to 17+ marks] for demonstration of solid knowledge and insightful analysis and evidence.

5. Why was the South unwilling to continue within the Union after the election of Abraham Lincoln?

The election of Lincoln to the presidency in 1860 came after a decade of sectional conflict between the North and the South. The immediate result of Lincoln's election was the secession from the Union of South Carolina, on December 20, 1860, just one month after the election. By February 1861, six other southern states – Texas, Florida, Alabama, Mississippi, Louisiana, and Georgia – had also seceded. Although the constitutionality of secession was debatable, the states made it immediately clear what they believed their rights to be by forming a conditional government and proclaiming themselves the Confederate States of America. They selected Jefferson Davis, a former Secretary of War and a senator from Mississippi, to be their first president. Many of the southern states felt that secession was an act of self-defence rather than defiance. They believed that the concept of slavery was not safe in the Union, and therefore feared for their livelihood. "Secession" was an attempt to find constitutional legitimacy for separation from the rest of the United States. The southern states believed that "sovereign states" had voluntarily entered a contract with a federal government after the Articles of Confederation failed, and therefore those states had the right to withdraw from that contract when violations of the contract rendered it void. The southern states considered the election of Lincoln, a man perceived as hostile to the southern way of life, an invalidation of the contract, and the end to careful balance between pro-slavery and anti-slavery states which previous presidents had achieved. As an economic issue, the South believed that it could survive alone, especially if it had control over its tariffs, something that the North will not allow the South to do. This is a rather specific question that does not require an account of all the causes of the Civil War, but an understanding of the South's motivations.

[7 marks] and below for general narratives.

[8 to 10 marks] for answers with implicit focus on the topic.

[11 to 13 marks] for answers with explicit focus on the topic.

[14 to 16 marks] for focused, well developed arguments but not fully developed analysis.

[17+ marks] for focused and through analysis, showing detailed knowledge of the topic.

6. Explain the social and economic impact of railroad expansion in *one* country of the region between the mid-nineteenth century and 1919.

Explanations will vary according to the selected country. Some interesting examples can be United States, Canada, Mexico or Argentina. However, some aspects that should be taken into consideration might be: integration of the country, formation of national markets, internal migrations, access to raw materials, changing social structures, and effects on Native populations and economic dependency.

[7 marks] and below for general narratives and very limited knowledge.

[8 to 10 marks] for descriptive answers which show some understanding of the topic but only address one aspect of it, either social or economic.

[11 to 13 marks] for a more explicit focus on both social and economic aspects.

[14 to 16 marks] for well focused answers with explicit discussion of social and economic issues.

[17+ marks] for a thorough and well-substantiated analysis.

7. Examine the major causes of instability in post-independence Latin American politics in the nineteenth century. Support your views using examples from *one* country of the region.

Each country had their own particular issues. However, some of the general causes were: physical violence from the wars of Independence which brought economic devastation and destruction, the agricultural base of the economies and lack of industrialization; regional conflicts; the lack of capital and the need to obtain or borrow funds; the establishing of free trade as an economic principle; the limitation of social mobility; the lack of political legitimacy of the new governments; the division between Conservative and Liberal world view; the rise of caudillos; regionalism versus centralism; conflicts between Church and State; the move to consolidate power in the hands of “strong men”, and the legacy of colonial structures.

Do not expect consideration of all the aspects discussed above.

[7 marks] and below for unsubstantiated generalizations.

[8 to 10 marks] for narrative description of some problems with implicit analysis.

[11 to 13 marks] for a more explicit discussion supported by factual knowledge.

[14 to 16 marks] for a structured, focused and more developed, although incomplete, analysis.

[17+ marks] for structured and thorough, well developed analysis.

8. Compare and contrast the significance of Booker T Washington and W E B Dubois in the advancement of African-American rights.

This question demands: a comparative structure **and** the knowledge of how or why these leaders advanced the civil rights movements.

For comparison: both represented two **different** approaches to civil rights and both promoted the advancement of the African American's rights. African Americans have always pursued different strategies for gaining their rights. In the 1950s and 1960s, this can be seen in the existence of two factions: the group led by Martin L King and dedicated to non-violence, and that which emerged in the late 1960s, the more militant Black Power Movement.

For contrast: Booker T Washington advocated a policy of industrial, practical education for blacks, and founded Tuskegee Institute in 1881. He was a highly influential figure among whites and the dominant figure in black America until his death in 1915. He was a moderate on the question of segregation. In his Atlanta Compromise on September 18, 1895, he outlined his philosophy of race relations arguing about the need of education and the futility of challenging the system. Washington fought hard to secure a place for blacks in America that would render them economically self-sufficient and able to keep their dignity. His approach stressed the importance of non-political, self-sufficient development of black communities: the same philosophy espoused, with a twist, by black nationalist organisations such as the Nation of Islam decades later.

In contrast with Washington, and espousing a philosophy more similar to the 1950s non-violent Civil Rights Movement, was W E B DuBois. DuBois believed that rather than look for self-sufficiency within a marginalized world, blacks should fight, for he became disgusted with America's inability to respect the rights of her black citizens. The two leader's integration using all the legal means they could muster. With his eye on achieving complete black civil rights, DuBois co-founded the National Association for the Advancement of Colored People in 1909. A significant organization during the 1950s struggle. DuBois also fought for the concept of black pride well before others spoke about it. He organized Pan-African conferences, led philosophical discourses about the concept of black culture (which were very significant as future guides for the Civil Rights in the 1950s), and eventually moved to Africa. DuBois in particular was an inspiration to 1950s black leaders, and the NAACP took a leading role in the struggle. However, it is important to note the echoes of Washington's philosophy of self-reliance in the platforms of Black Nationalist groups.

[7 marks] and below for unsubstantiated generalization and answers in which comparison is not addressed.

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

[11 to 13 marks] for a more explicit comparison of similarities and differences and a more focused comment about their contributions.

[14 to 16 marks] for structured comparisons supported by factual knowledge and evaluation although analysis is not fully developed.

[17+ marks] for comparative structures plus well substantiated analysis and evaluation.

9. **With reference to one country of the region, explain why Social Darwinism appealed to so many intellectual and political leaders in the Americas.**

Answers to this question require a knowledge and understanding of Social Darwinism, as well as some of the persons who sponsored it in some countries. Social Darwinism was the (mis)application of Charles Darwin’s theory of evolution to human society by Herbert Spencer. Society, Spencer argued, benefited from the elimination of the unfit and the survival of the strong and talented. It held that certain races were better adapted to the struggle for survival than others. The Nordic races were the fittest and the more “civilized”; other races and/or social groups (according to the country) were less fit and “civilized”. It was embraced by intellectuals and political leaders in the Americas to justify their own power and actions (industrialists, white elite rule, imperialism, and policies for and against immigrants). It provided a “scientific” support for the inequalities of society during the late nineteenth century.

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

[8 to 10 marks] for narratives with some implicit analysis of the topics.

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

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

[17+ marks] for sharp focus, clear understanding and through analysis of Social Darwinism and the reasons why it was adopted.

10. What was the Monroe Doctrine, and how was it used in the late nineteenth century and early twentieth century?

What was.

Statement by President J Monroe in 1823, which claimed the United States as guardian of the Americas while pledging no US interference in Europe. It was proclaimed at a time in which the European powers were too preoccupied with other matters to pay much attention to it and the US too weak to enforce it. The Monroe Doctrine gradually became the centre of US policy towards Latin America. As American power grew, US presidents increasingly asserted the doctrine to justify commercial and territorial expansion.

How it was used.

In the 1840s came the Polk Corollary opposing British claims on the Pacific Northwest. In the 1850s it was used to oppose British claims in Central America and in the 1890s it was used to restrain European intervention in Latin America. In 1904 Theodore Roosevelt broadened the doctrine with a corollary that proclaimed the right of the US to police the Western hemisphere in cases of “chronic wrong doing” or “impotence”. Under the Roosevelt Corollary, the doctrine served as a justification for US intervention in the Caribbean area during the 1920s and became hotly contested within Latin America.

A two part question. Mark out of **[12]** if only one part is discussed.

[7 marks] and below for generalizations without relevant knowledge.

[8 to 10 marks] for narrative with some explanation of the Monroe Doctrine and how it was used.

[11 to 13 marks] for more substantial answers which explicitly discuss some of the instances in which it was used.

[14 to 16 marks] for focused answers which discuss the two parts of the question but in which analysis is not fully developed.

[17+ marks] for perceptive understanding of the historical conditions in which the doctrine was established and thorough analysis of how it was used.

11. Analyse the causes and impact of the Spanish-American War (1898).

There are several issues that can be discussed: the Wilson-Gorman Tariff, a growing wave of nationalism and the demands for an aggressive foreign policy, the Cuban revolt against the Spaniards, the yellow press, the De Lome letter (1898); the sinking of the Maine, and McKinley's war message. Militarily, the Spanish-American War (1898) was not a big war. The war was brief, included few battles, and the US generally had an easy time of it, with the war's outcome never in much doubt. Secretary of State John Hay called it a "splendid little war."

Internationally, however, the war had major historical significance. It signaled the emergence of the US as a great power onto the world stage of international relations and diplomacy. The war also demonstrated a US move towards imperialism. Before the Spanish-American War, Congress passed the Teller Amendment that the US would leave Cuba independent. Yet during the war or just after, the US annexed Guam, Hawaii, Puerto Rico, and the Philippines, and established the Platt Amendment. The war also revealed the growing power of the media to control public opinion in the US. In this way, the Spanish-American War was very modern, arguably the first "media war" in American history. Finally, the Spanish-American War revealed that industrialization in the late nineteenth century had made the US a great power. Now, as the frontier in the American West disappeared, the nation sought new room to grow: world markets, protected by a worldwide Navy based on island territories throughout the world. Furthermore, new ideas of "Social Darwinism" in the period suggested to many Americans that international relations were a contest in which the "fittest" nations would do what they had to in order to survive.

A two part question. If only one issue is addressed mark out of **[12]**

[8 to 10 marks] for narrative with some reference to causes and results.

[11 to 13 marks] for more analytical answers which might discuss the causes but do not explain too well its impact.

[14 to 16 marks] for answers focused on the two aspects of the question, but in which analysis is not fully developed.

[17+ marks] for answers that are sharply focused, analytical and insightful.

12. Why was the Mexican Government of 1911-1913 (under Francisco Madero) unable to achieve its aims?

Answers to this question should be able to establish Madero's aims and then explain why he failed to achieve them. Madero's aims should include a discussion of his concept of "liberal democracy" as an instrument of social control by the elite that would promote the acceptance of capitalism through the grant of limited political and social reforms, with a large stress on education. Some of the arguments for his failed revolution can be: his lack of truly revolutionary impulse to address Mexico's grave social and economic problems; his failure to address the agrarian reform which lost him the trust and support of the revolutionary peasantry; his limited reforms which brought against him the fears the reactionaries; and the opposition of the US. Madero launched the Revolution but was unable to control its forces. This question is not seeking a narrative of the Revolution, and focuses on the Madero period.

[7 marks] and below for generalizations.

[8 to 10 marks] for descriptive answers with implicit focus on Madero's aims.

[11 to 13 marks] for a more explicit focus on Madero's aims and failures.

[14 to 16 marks] for consistent analysis that is well focused but not fully developed.

[17+ marks] for perceptive analysis, showing depth and detail in its treatment of why Madero failed to establish his vision.

13. Why did the United States become involved in the First World War?

There are many issues that can be discussed here such as: submarine warfare and sinking of boats (Lusitania, Arabic, Sussex) in which American lives were lost; economic links with Britain and France; public opinion; British propaganda; unrestricted submarine warfare in 1917; Zimmerman Telegram and Russian Revolution. A very straightforward question.

[7 marks] and below for generalizations and unsubstantiated answers.

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

[11 to 13 marks] for more explicit explanation.

[14 to 16 marks] for answers that are focused on causes, but in which the analysis is not fully developed.

[17+ marks] for focused, analytical answers which demonstrate knowledge and insight.

14. **“The Great Depression changed governments’ views of their role and responsibility.” Assess the validity of this statement with examples taken from *two* countries of the region.**

This statement is likely to be perceived as valid whatever the countries selected as examples. Democratic or undemocratic measures taken by governments during the Great Depression changed the nonintervention attitude of governments to one of an expanded and assertive role in economic, social, and political issues. Particular countries can illustrate this trend.

The question does not demand the causes of the Depression. If only one country is used mark out of *[12]*.

[7 marks] and below for general accounts with limited relevant knowledge.

[8 to 10 marks] for narrative accounts and unbalanced answers.

[11 to 13 marks] for narrative framework with explicit focus on the question, or arguments with limited examples and analysis.

[14 to 16 marks] for analytical well focused and relevant answers. May not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, and perceptive arguments.

15. Why and with what results did the relationship between Canada and Britain change between 1900 and 1939?

Why: would be mostly political and economic. Specifics mentioned should include: First World War, Commonwealth, sense of nationhood, representation at Versailles.

With what results: changed economic relationship due to the First World War, Depression, Balfour Report (1926), Statute of Westminster (1931).

If only one of the demands of the question is addressed *[12 marks]*.

[7 marks] and below for general answers and lack of relevant knowledge.

[8 to 10 marks] for descriptive and unbalanced answers.

[11 to 13 marks] for narrative framework with explicit focus on the question or arguments with limited examples and analysis.

[14 to 16 marks] for analytical well focused and relevant answers. May not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, and perceptive arguments.

16. To what extent can *one* twentieth century Latin American leader be considered a populist leader?

Populism was the political response to new conditions of urbanization, political participation, and new economic and social demands. Populism was usually a multi-class (including previously excluded segments of society), urban-based popular coalition or alliance which in some cases challenged traditional agricultural and landed interest groups. Each alliance depended on a national leader that used the power of the state to obtain his goals. On the other hand it can be argued that “populism” was a new form of traditional Caudillismo. Good examples on which to base answers are Perón, Vargas, Cárdenas. Answers should address “to what extent”.

[7 marks] and below for generalizations without evidence of pertinent knowledge.

[8 to 10 marks] for answers that are descriptive and do not show a clear understanding of populism.

[11 to 13 marks] for focused answers with some analysis and relevant examples.

[14 to 16 marks] for well focused answers with explicit analysis, though not all aspects of the question are addressed.

[17+ marks] for fully analytical and relevant answer with detail, insight, and perceptive arguments.

17. Analyse the impact of the Second World War on the society of *one* country in the Americas.

The impact will vary according to the selected country and its involvement in the conflict. Sectors of society that can be discussed are ethnic or religious minorities, women, civilians, conditions of work, and even effect of propaganda.

[7 marks] and below for inadequate general answers.

[8 to 10 marks] for descriptive accounts and undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question but limited examples and analysis.

[14 to 16 marks] for more developed analysis.

[17+ marks] for sharply focused, detailed analysis of impact.

18. What factors led to the rise of the “New Conservatism” in the United States during the 1980s?

The 1980s saw a steady shift to the right, away from the liberalism of the sixties and disillusionment with its social and economic results. It was promoted by a loose coalition of economic and political conservatives opposed to big government, New Deal liberalism, gun control, feminism, gay rights, welfare, affirmative action, sexual permissiveness, and drug use, which in their view, were responsible for undermining family values, work ethic and national security. The conservative agenda was guided by themes such as: taxpayer’s revolt, moral revival and “reverse discrimination”.

[7 marks] and below for answers consisting of unsubstantiated generalizations.

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

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for structured, analytical approach focused on some of the factors that contributed to the rise of the “New Conservatism.”

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

19. Compare and contrast the foreign policy towards Vietnam of two United States presidents between 1945 and 1969.

Answers will vary according to the selected presidents. This selection will be among Truman, Eisenhower, Kennedy and Johnson. **Nixon is not a valid selection.** The question demands a comparative structure. Mark out of **[12 marks]** if only one president is discussed or if one of the selected ones is not within the time period.

For comparison: all of the American presidents involved in Vietnam aimed to stop Communism.

For contrast: the methods changed according to domestic and international conditions.

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

[8 to 10 marks] for narratives of two presidents with implicit analysis or some focused comment.

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

[14 to 16 marks] for structured comparisons supported by factual knowledge and evaluation, although analysis is not fully developed.

[17+ marks] for comparative structures plus well-substantiated analysis and evaluation.

20. For what reasons, and by what means, did the United States intervene in Chile in 1970–73?

For what reasons: the US intervened in Chile because of fear of Allende’s socialist policies and concerns with the possibility that this was going to establish and export another “communist revolution” in South America.

By what means: the US poured out millions of dollars to prevent the election of Allende and after his election in 1970, to subvert his administration. During his administration, US imposed economic sanctions, cut aid by 90 % and denied credit. The CIA worked with opposition groups to destabilize the economy.

A two-task question. However the second part is the one that needs more development so recognize the information appropriately and accept more discussion in the last part.

[7 marks] and below for uncritical generalizations.

[8 to 10 marks] for descriptive answers with implicit analysis.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for well focused, well supported assessment of the reasons why and the means of the US intervention in Chile. Some of the aspects might not be completely developed.

[17+ marks] for answers that are thorough and perceptive, analytical and factual.

21. Compare and contrast the impact of the African American civil rights movement in the United States on other civil rights movements in *one* country of the region.

The African American civil rights movement and their publicity and achievements provided encouragement for other minorities or ethnic groups to assert themselves. In many countries, for Native Americans, Hispanics, gay men, women, and others it was catalyst for political activism and self-expression. The contrast depends on the selected groups and the country: some issues that can be considered the success, failure, timing etc. Accept valid arguments that preserve a comparative structure.

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

[8 to 10 marks] for narratives of two presidents with implicit analysis or some focused comment.

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

[14 to 16 marks] for structured comparisons supported by factual knowledge and evaluation although analysis is not fully developed.

[17+ marks] for comparative structures plus well substantiated analysis and evaluation.

22. In what ways did the Cuban Revolution have a powerful impact on relations between the US and Latin America?

The Cuban Revolution changed relations between the US and the rest of the Americas. With the US it ended the relations of “neglect” that the US had toward LA since the beginning of the Cold War. Although several US interventions had occurred before the Cuban Revolution, causing a great amount of hostility toward the US in LA, no major change of policy occurred before the Revolution. After it the US sought simultaneously to undermine Castro’s regime and placate the rest of LA. Different ways were: economic investments, plans such as the Alliance for Progress, strengthening, training, and supporting military regimes in different countries, military invasions (Dominican Republic 1965) and covert operations to overthrow any government which possibly might support “other” Cuba. Castro’s popularity enhanced the appeal for other “revolutions” in Latin America and his support for guerrilla movements led to his expulsion from the OAS and the breaking of diplomatic and economic relations with most of the countries in the region.

The question does not refer to the causes of the Cuban Revolution or an assessment of the Revolution. Thus foreign relations with other nations (not only Cuba) should be discussed, for high marks.

[7 marks] for descriptive accounts of the revolution.

[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 the international relations of the area were changed although all the arguments are not equally developed.

[17+ marks] for sharply focused answers that show detailed knowledge and sustained valid arguments.

23. Account for the political upheavals in Quebec in the 1960s.

Essays should focus on explanation of political upheavals rather than narrative description of the events. Explanations could include: economic uncertainty and uneven economic development, social revolution of the 1960s leading to heightened French and Canadian nationalism, and political stalemate over federal system.

[7 marks] and below for inadequate general answers.

[8 to 10 marks] for descriptive accounts and undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question but limited examples and analysis.

[14 to 17+ marks] for fully analytical and relevant answers with detail insights and perceptive comments.

24. **With reference to *one* country in the region, explain why some groups demanded “power to the people” through political activism in the 1960s.**

The 1960s saw a worldwide movement of political activism. Although each country was different, several issues can be discussed: the impact of the Vietnam War, the rise of the appeal of Marxism and the Cuban revolution, the Civil Rights movements in the US; the coming of age of a new generation which seemed alienated from mainstream society; a widespread disillusionment with politics and the “establishment.”

[7 marks] and below for unsubstantiated generalization 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 focused answers with explicit analysis.

[17+ marks] for sharply focused answers that show detailed knowledge and thorough analysis.

25. **Evaluate the role of *one* international organization as mediator in *two* conflicts in the region in the period 1960 to 1990.**

Candidates might select any conflict, and any organization such as: OAS, the United Nations or any other organization. Conflicts and mediation have been many, however, some of the more significant have been: Cuba in 1962 and the Malvinas War in 1982, the war between Salvador and Honduras or boundary problems.

[7 marks] and below for unsubstantiated generalization 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 focused answers with explicit analysis.

[17+ marks] for sharply focused answers that show detailed knowledge and thorough analysis.
