

MARKSCHEME

November 2006

HISTORY – AMERICAS

Higher Level

Paper 3

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1. **“The Catholic Church played a dominant role in the colonization of both French and Spanish America.” With reference to *either* French or Spanish America, to what extent do you agree with this statement?**

Candidates could discuss the Church's mission in the New World from the beginning of exploration and the inclusion of priests in exploring and colonizing parties. (Gold, Glory, and God). However, the focus of the answer should be on the height of the colonial era. Candidates should show an awareness of the role played by the Church in the governing of the colonies, in the economy, in the social and cultural life of colonists, and in the treatment of indigenous peoples. Candidates may refer to the fact that the increasing power of the Jesuit order leads to their expulsion in 1767.

[0 to 7 marks] for vague, general comments without specific examples or a focus on only one area.

[8 to 10 marks] for answers that show an awareness of the influence of the Church in several areas of colonial life with some specific information.

[11 to 13 marks] for coverage of several areas in some detail and with some analysis of the importance of the Church's position.

[14 to 16 marks] for specific and analytical answers that deal not only with how the Church was involved, but why the involvement is significant.

[17+ marks] for a well focused, clearly structured, and detailed analysis of the role of the Catholic Church.

2. **Compare and contrast the reasons for the emergence of independence movements in the North American colonies with those of *one* country in Spanish America.**

For comparison – both influenced by Enlightenment, both resented economic restrictions imposed by the mother country, both feared inciting of slaves, both felt a rising sense of their own identities as non-Europeans. Neither aimed at major changes in political, economic, religious, or social structures, but rather to just remove the mother country's dominance.

For contrast – material presented will vary according to the country chosen. Candidates could discuss which social groups participated in the movement.

[0 to 7 marks] for unfocused descriptive or narrative answers that only discuss one area.

[8 to 10 marks] for answers which deal with reasons, but do not explicitly compare and contrast.

[11 to 13 marks] for explicit comparison and contrast and coverage of several key reasons.

[14 to 16 marks] for well-developed essays, detailing answers in a comparative structure.

[17+ marks] for comparative structure, thorough analysis, and detailed supporting material.

3. In what ways, and for what reasons, was the movement for independence of *either* Haiti or Brazil unique in the Americas?

Haiti – Independence here came as the result of the only successful slave rebellion in the Western Hemisphere whereas in most of the Latin American independence movements, the leadership and goals were conservative, seeking to oust peninsulares.

Brazil – Brazil gained its independence without protracted warfare. It was a peaceful transition from European empire to independence. Candidates should explain how and why this happened.

Comparisons with other countries may be general and do not need to be country specific.

[0 to 7 marks] for unfocused narratives of events leading to independence.

[8 to 10 marks] for answers which discuss how the movement was unique, but have little detail.

[11 to 13 marks] for more detailed discussions and of how and why the movement was unique.

[14 to 16 marks] for answers which are in-depth, showing strong knowledge and which clearly discuss the aspect of uniqueness.

[17+ marks] for sharply focused and perceptive analysis.

4. Analyse the main factors that influenced the constitutional structure of any *one* newly independent state.

Detail will vary according to the newly independent state chosen.

Issues might be financial, taxation, civil liberties, philosophical underpinnings and in some instances the power of central government.

[0 to 7 marks] for answers which only deal with one of the issues.

[8 to 10 marks] for answers which deal with some issues, but are mainly descriptive.

[11 to 13 marks] for answers with some analysis of relevant issues.

[14 to 16 marks] for detailed coverage not only of the issues, but of their significance.

[17+ marks] for answers which are detailed, focused, show awareness of change and continuity and/or perhaps discuss differing interpretations.

5. For what reasons did non-slaveholders in the Americas support the institution of slavery?

Candidates could address the political, economic, social, and cultural factors involved. Economically, non-slaveholders were often dependent on the slaveholding class for markets for excess agricultural production, for loans of equipment, personnel, and money, or for patronage of businesses and services. Politically, slaveholders held the key positions and controlled government. Socially, there were kinship ties and the view that slave ownership was a way to upward mobility. Fear was a factor especially after the successful slave rebellion in Haiti. There were Biblical and religious justifications, and the belief in racial superiority of whites contributed to support.

[0 to 7 marks] for answers which discuss only one or two reasons and which do so in a superficial manner.

[8 to 10 marks] for answers which show an awareness of various reasons, although the answer may not be in depth or show much analysis.

[11 to 13 marks] for discussion based on specific examples and some analysis.

[14 to 16 marks] for answers which show a well-developed understanding of the reasons and give detailed information and analysis.

[17+ marks] for answers which show in-depth knowledge and understanding.

6. “Territorial expansion was the main cause of the US Civil War.” To what extent do you agree with this statement?

This question gives candidates an opportunity to argue either way. Candidates could argue that differences about states’ rights and slavery had existed from the beginning, creating tensions but not to the extent of war. Differences increased when the country began acquiring additional territory. The Louisiana Purchase led to the Missouri Compromise which settled the slave-free question for over 30 years, until California applied for admission to the Union and the slave-free question had to be addressed for all of the territories acquired in the Mexican War. Candidates need to also discuss the Kansas-Nebraska Act and related events, and the Dred Scott decision. They also need to show why the issue was crucial to political and economic power.

[0 to 7 marks] for answers which are unfocused narratives of events leading to war.

[8 to 10 marks] for answers which give solid information about events leading to war, but with only implicit analysis in response to the question.

[11 to 13 marks] for answers with solid information about events leading to war and some explicit analysis.

[14 to 16 marks] for detailed answers with explicit analysis and some awareness of differing interpretations.

[17+ marks] for highly developed answers with detailed information and perceptive analysis.

The most sophisticated answers may show use of differing interpretations.

7. Analyse the main economic developments in *one* country in the Americas in the second half of the nineteenth century.

Analysis will vary according to the selected country. Some interesting examples can be United States, Canada, Mexico or Argentina, although any country can be accepted. However, some aspects that could be taken into consideration might be: territorial expansion and developments of the railroads, integration of the country, formation of national markets, access to raw materials, industrial developments, neo-colonialism and economic dependency.

The question demands the analysis of at least two economic developments, but if the focus of the answer is only on one aspect and it is well supported with clear and relevant examples reward appropriately.

[0 to 7 marks] for unsubstantiated generalisations, inadequate general answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or underdeveloped arguments.

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

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

[17+ marks] for fully analytical and relevant answers with detail, insight and perceptive comments and perhaps different interpretations.

8. Why were large numbers of immigrants attracted to any *one* country of the Americas in the late nineteenth and early twentieth centuries?

Candidates may use any country of choice, but Argentina, Brazil, Canada, and the US are likely to be popular. They should discuss both “push” and “pull” factors. Better answers will also use specific ethnic groups to illustrate their answers and could cover political, economic, social, and religious factors.

[0 to 7 marks] for generalized answers without specifics or which deal with only one or two reasons.

[8 to 10 marks] for answers which discuss several reasons and perhaps mention specific ethnic groups but which do not go into depth.

[11 to 13 marks] for coverage of specific reasons and groups and with some explicit analysis.

[14 to 16 marks] for solid coverage of reasons with examples for specific ethnic groups, depth, and explicit analysis.

[17+ marks] for thorough and analytical answers.

9. How successful was the presidency of Theodore Roosevelt between 1901 and 1909?

Roosevelt is credited for his use of the White House as his “bully pulpit” to promote a degree of progressive reform. Candidates could specifically mention anti-trust and railroad legislation, consumer laws, conservation, and other examples. Roosevelt also expanded the power of the presidency and re-established the executive branch’s dominance in American politics. In foreign affairs, his Big Stick policy would have far-reaching implications. Candidates could discuss his approach to the building of the Panama Canal, the Roosevelt Corollary, intervention in Latin America, and the Great White Fleet. Finally, candidates can note the factor of personality and charisma.

Accept different perceptions of Roosevelt’s policies.

[0 to 7 marks] for unfocused narrative or biographical information about Roosevelt.

[8 to 10 marks] for narrative approach but with implicit analysis of the effectiveness.

[11 to 13 marks] for more explicit analysis of the effectiveness of his leadership.

[14 to 16 marks] for a clearly analytical approach to the question which gives reasons and specific examples.

[17+ marks] for a sophisticated analysis of the effectiveness of Roosevelt’s leadership.

10. In what ways, and for what reasons, was Social Darwinism influential in the Americas in the late nineteenth and early twentieth centuries?

Social Darwinism was used to justify both the actions and great wealth of the industrialists and politicians of the period as well as to justify imperialism. As explained by chief proponent Englishman Herbert Spencer, only the fittest survived and succeeded in the world. Industrialists such as John D. Rockefeller and Andrew Carnegie both embraced the philosophy, although Carnegie would temper it with his Gospel of Wealth which stated the fittest had an obligation to those less able than himself. The philosophy also underpinned imperialism as it was assumed that nations who were worthy were natural rulers and again, the theory was softened by the idea of White Man's Burden. Candidates should provide specific examples from the country of their choice.

If only one part of the question is addressed, award a maximum of *[12 marks]*.

[0 to 7 marks] for vague awareness of Social Darwinism or answers that only show its influence superficially and in one way.

[8 to 10 marks] for answers which clearly show understanding of Social Darwinism and explain to some degree its use to justify both business practices and imperialism.

[11 to 13 marks] for more solid discussions of the theory and its influence with specific individuals and actions given as examples.

[14 to 16 marks] for detailed answers which thoroughly explain the theory and which show how and why it was influential. The answer may also critique this influence.

[17+ marks] for sophisticated discussion with detail, explicit analysis, and an awareness of different points of view.

11. For what reasons, and with what effect on Cuba, did the United States enter the Spanish-America War in 1898?

Reasons include sympathy for Cuban rebels, belief in democracy, protection of economic interests, role of the yellow press, view of the Spanish government, white man's burden, national security, and need for escape from domestic problems of the 1890s. For Cuba, US intervention meant US take-over of the war, but official independence from Spain. Due to the Platt Amendment, it would also mean the Cubans were closely tied to the US, with the US intervening in Cuban politics, continuing to play a major role in the Cuban economy, and breeding resentment of the Cubans against the Americans.

A maximum of *[12 marks]* if only one part of the question is addressed.

[0 to 7 marks] for vague, general comments.

[8 to 10 marks] for coverage of both reasons and effects with some specific factual knowledge and implicit analysis.

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

[14 to 16 marks] for a detailed discussion of why the US entered the war and how Cuba was affected, although all issues may not be addressed.

[17+ marks] for thorough discussion showing clear understanding of various reasons. More sophisticated answers may show awareness of long-term effects on Cuba.

12. “Madero has unleashed a tiger; now let us see if he can control it.” (Porfirio Diaz, 1911). Assess the accuracy of Diaz's statement in predicting the course of the Mexican Revolution up to 1920.

In answering this question, candidates will need to discuss the course of the revolution, but also why it takes this course. The wording of the quote encourages candidates to address the Madero régime specifically, and to go beyond that to discuss the forces that are unleashed by the beginning of the revolution and why the ensuing years would be chaotic.

[0 to 7 marks] for unfocused narratives of the events of the revolution.

[8 to 10 marks] for answers which explain what happened from when Madero took power up to 1920, with implicit analysis or some comment.

[11 to 13 marks] for more thorough discussion of what happened and more explicit analysis.

[14 to 16 marks] for a clearly and analytically structured answer which focuses on the reasons for the course of the revolution and may show an awareness of different explanations.

[17+ marks] for sharply focused, analytical and in-depth discussion.

13. Explain how *one* country of the region changed its policy on the role the government should play in the economy as a result of the Great Depression.

Although not necessarily immediately, governments in the Americas realized that the traditional hands-off policy, or a policy which only helped the wealthy, was not sufficient for the crisis. They instituted programmes to provide relief to individuals, to help the economy recover, and to reform the system so that future depressions might be avoided. Candidates may use any country of their choice but need to give specific examples of programmes as well as clear focus on the role of the government. Brazil, Canada, and the US would work well here.

[0 to 7 marks] for answers which only outline several government programmes.

[8 to 10 marks] for limited, but clear attempts to describe programmes and to explain to some extent how the chosen government's view of its role changed.

[11 to 13 marks] for more analytical approaches which discuss the changing role of government and illustrate this with specific examples.

[14 to 16 marks] for clear and analytical focus on the change in the government's role, showing an awareness of previous policies and giving specific examples to illustrate change.

[17+ marks] for answers which show an awareness of the change in government outlook. Different points of view may be presented and the answer supported with in-depth information and critical analysis.

14. Analyse the impact on Canada of participation in the First World War.

Economic: expansion of manufacturing and agricultural sectors, nationalization of railroads, restrictions on labour unions; war financed by bonds and first Canadian income tax, Canada debt-free at end of war and post-war unemployment.

Social: more radicalized working class, development of western populism, Canadian Social Gospel, women's suffrage, 1917.

Political: conscription crisis and 1917 Khaki Election.

Diplomatic: ties with Britain weakened, Canada recognized as separate and equal member of the empire, an independent role at Paris Peace Conference and with the right to sign the peace treaty; full membership in League of Nations. Had made a sizeable contribution to the Allied cause in Europe.

Allow for a chronological or thematic approach, and for varying attention to short and long-term effects. *Do not expect candidates to discuss all of the above possible areas of impact.*

[0 to 7 marks] for answers which primarily list what Canada contributed to the war or which only deal with one area of impact.

[8 to 10 marks] for answers which cover impact on several aspects of participation and which, at least implicitly, deal with the effects.

[11 to 13 marks] for coverage of a variety of areas of impact, although not all aspects of the question may be covered.

[14 to 16 marks] for in-depth knowledge about Canada's participation and a solid discussion of the impact in several areas.

[17+ marks] for highly developed analysis.

15. How did *either* Getulio Vargas of Brazil *or* Juan Perón of Argentina gain and retain the support of the urban workers?

Vargas – sought the support of the workers against the traditional élite. He was seen as a populist who gave workers a number of benefits including retirement plans, a 48 hour work week, paid vacations, maternity benefits and childcare, educational opportunities, and health and safety protection. New unions were formed under the Ministry of Labour and although strikes were not allowed, there were special courts and laws protecting workers. Labour supported Vargas in return for these benefits and in 1945 the Brazilian Labour Party was formed.

Perón – it is claimed that, unlike earlier Argentine political leaders, Perón was aware that the support of labour would be important to his political power. As labour secretary he increased wages for workers and enacted social legislation. Trade unions increased in membership during this period and when the military imprisoned Perón in 1945, angry workers pressured the government to release him. They also helped him overwhelmingly win the 1946 election. Labour did not enjoy great freedoms under Perón, although it can be argued that this was something they had never had anyway, but they did receive concrete benefits and a sense of having a voice in government.

[0 to 7 marks] for unfocused narrative or biographical approaches.

[8 to 10 marks] for answers which explain what either man did to win over urban workers, but with only implicit analysis.

[11 to 13 marks] for answers with solid factual information and some explicit analysis.

[14 to 16 marks] for detailed information and clear analysis though not all aspects may be addressed.

[17+ marks] for clearly structured, detailed, analytical approaches to the question and with a developed awareness of different points of view.

16. Assess the effectiveness of US policy in relation to European Jews before and during the Second World War.

Candidates should define what was done and assess its effectiveness.

Suggested possible actions have included increasing immigration quotas, making information received by the government more public, calling more international attention to the problem, applying more diplomatic pressures, sending in rescue missions, bombing railroads and camps, *etc.* Candidates could address the practical difficulties in taking some of these actions, present the Roosevelt administration's view that the first priority was to win the war, and discuss the degree of anti-Semitism in the US in the 1930s. It could also be argued that immigration quotas could have been increased, but such actions were blocked or delayed by the State Department.

[0 to 7 marks] for answers without specific historical information.

[8 to 10 marks] for answers which identify official policies but with limited analysis.

[11 to 13 marks] for answers which deal with policies and provide some explicit analysis.

[14 to 16 marks] for answers which approach the question analytically and discuss several specific examples.

[17+ marks] for answers which deal with the question in a critical manner and discuss varying points of view.

17. How did the Cold War change relations between the United States and *either* Latin America or Canada between 1945–53?

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 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.

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.

[0 to 7 marks] for general narratives that do not address the “change” in the relationship.

[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. With reference to at least *two* countries in the region, analyse the major causes of revolutionary movements in Latin America after the Second World War.

Cuba, Bolivia, Nicaragua, and Guatemala are likely to be the most popular choices and candidates should discuss political, economic, social, and Cold War factors. Specifically, the importance of land reform, foreign economic domination, unequal distribution of incomes, repressive and corrupt government, and the promise of change, the emergence of nationalism and the appeal of socialism should be discussed.

A maximum of *[12 marks]* if only one country is discussed.

[0 to 7 marks] for weak coverage of only one country or very limited discussion of causes.

[8 to 10 marks] for knowledge about countries chosen and some implicit analysis.

[11 to 13 marks] for discussion of several causes in at least two countries.

[14 to 16 marks] for a well structured answer which focuses on analyzing causes and which uses countries to provide relevant examples.

[17+ marks] for a thorough, in-depth look at the causes and an awareness of different opinions about those reasons.

19. Examine the role of the Supreme Court of the US government in promoting reform in the 1950s and 1960s.

Expect a focus on the US Supreme Court under Earl Warren. The Warren court's civil rights rulings, especially *Brown versus Board of 1954* should be discussed as well as its rulings on criminal rights. Examples here are *Mapp versus Ohio*, *Gideon versus Wainwright*, *Escobedo versus Illinois*, and *Miranda versus Arizona*. There were also decisions regarding freedom of expression and privacy rights, including decisions that prayer and Bible reading in schools could not be required. The best candidates will also discuss reaction to these rulings and the extent to which they actually had an impact. Areas could include: education; legal rights; minorities.

[0 to 7 marks] for very general answers or brief discussion of only one area.

[8 to 10 marks] for answers which deal with several areas and give some specific examples.

[11 to 13 marks] for answers which deal with several areas, give specific examples, and some, though perhaps limited, analysis.

[14 to 16 marks] for answers structured analytically and using specific examples to illustrate the analysis. Answers here will also deal more explicitly with the degree to which court decisions affected social reform.

[17+ marks] for a detailed analysis of the topic, with clear examination of the degree to which change actually occurred as a result of court decisions.

20. Compare and contrast the Vietnam War policies of Lyndon Johnson and Richard Nixon.

For comparison – Neither wanted to be “the first US president to lose a war”; both inherited the war from earlier administrations, and both saw the war as part of the larger picture of the Cold War. Both saw the North Vietnamese as surrogates of the Soviets and were also concerned about Chinese involvement; both were interested in negotiating an end to the war, both faced increasing public protest, both kept information from the American public.

For contrast – Johnson, during most of his administration, felt the war was winnable and continued to escalate US involvement. Nixon accepted that the war was not winnable but wanted to make sure negotiations resulted in “peace with honour,” return of Americans POWs, and a “decent interval” between US withdrawal and defeat of South Vietnam. Nixon instituted Vietnamization, turning the war back over to the South Vietnamese and gradually withdrawing US troops. There were also changes in the draft to mute the opposition of college age protestors. Whereas Johnson cut back on bombing at times to encourage peace negotiations, Nixon increased bombing. Nixon also instituted a policy of triangular diplomacy with the hope of Russia and China both pressuring North Vietnam to negotiate.

This is obviously a question which also invites candidates to judge those policies and to present differing historical interpretations.

[0 to 7 marks] for narrative or descriptive answers or answers which only address one president or one part of the question.

[8 to 10 marks] for answers which deal with both presidents and cover both parts of the question, although not in-depth or with explicit analysis.

[11 to 13 marks] for more depth of information and a clear attempt to compare/contrast the two presidencies. Analysis is more explicit.

[14 to 16 marks] for clearly structured analysis which compares/contrasts the two presidencies and gives differing historical opinions.

[17+ marks] for detailed critical analysis with some historiographical discussion.

21. In what ways, and for what reasons, was there a shift in the focus and activities of US civil rights organizations by the mid-1960s?

Candidates should explain the shift from the Martin Luther King era of peaceful protest to a more militant and confrontational phase. Reasons could include that achievements of the first phase did not address major problems of urban and Northern African-Americans; also the belief that although the first phase had accomplished its main legal goals with the passage of Civil Rights Act and Voting Rights Act, discrimination was still prevalent; that new leadership challenged King; that the country as a whole was in a more militant stage. More sophisticated candidates will note that even the traditional civil rights movement of the 1950s and 1960s was becoming more militant as can be seen in the actions of SNCC and CORE and both at the time and now, different perceptions and points of view have been offered to explain the shift.

A maximum of *[12 marks]* if only one part of the question is addressed.

[0 to 7 marks] for an unfocused descriptive or narrative approach to the events of the movement or a focus just on the differences between Martin Luther King, Jr and Malcolm X.

[8 to 10 marks] for a limited, but clear attempt to explain why the focus and activities changed.

[11 to 13 marks] for a solid discussion, although all aspects of the question may not have been addressed. Candidate gives accurate, specific information and some explicit analysis.

[14 to 16 marks] for a clearly analytical approach to the question which focuses on why the shift happened, using detailed, specific examples as illustrations.

[17+ marks] for a highly analytical, perceptive answer which may present analysis of differing opinions.

22. “By 1962 Castro’s domestic policy had successfully transformed Cuba.” To what extent do you agree with this statement?

Expect different points of view in answer to this question. Candidates could first explain the term “success”, perhaps pointing out problems under Batista, and then explaining how the Castro regime addressed these problems or they could explain what Castro hoped to achieve and then judge his successes.

Candidates might note educational, health care, and housing reforms in addition to major land reform. They could discuss Cuba’s break from dependence on the United States, trials of Batista followers, and victory with the Bay of Pigs. It could be argued that by 1962, the average Cuban was better off in many respects than he had been prior to the Revolution and that the country was more egalitarian.

On the other hand, rationing had to be introduced in 1962, the Cubans were turning more to the USSR for economic and military support, and industry was not developing at the rate Castro had hoped. Candidates might point out the regime’s actions towards citizen participation in government, policies in regard to civil liberties, and treatment of dissidents.

[0 to 7 marks] for answers which list, but do not discuss, several changes in Cuba or which do not focus on domestic policy, but rather discuss the Bay of Pigs and/or the Cuban Missile Crisis.

[8 to 10 marks] for answers which give a general answer, denoting several key developments, but which do not adequately address “to what extent do you agree”. Answers might also only present one point of view.

[11 to 13 marks] for answers which discuss Cuban domestic policy in some detail and have some explicit analysis, perhaps showing an awareness of both positives and negatives.

[14 to 16 marks] for well developed answers that have depth, detail, and thoughtful analysis.

[17+ marks] for highly developed answers with significant detail and perceptive analysis.

23. To what extent did sectionalism affect education in Canada in the 1960s and 1970s?

Under René Lévesque, Quebec established its Provincial Ministry of Education in 1964 and began a series of reforms. Control of education was removed from religious authorities and placed under government control. This was part of a larger movement to bring a more modern, progressive image to Quebec but to also safeguard traditional Quebec values and traditions through the state instead of the Church. A 1977 law, Bill 101, required Quebecers to be educated in French language schools with only a few exemptions allowed.

[0 to 7 marks] for vague generalizations.

[8 to 10 marks] for narratives which give information about education in Canada but do not explicitly deal with “to what extent”.

[11 to 13 marks] for answers which show knowledge and which address extent with some explicit analysis.

[14 to 16 marks] for well focused accounts of the issue with analysis and insight, though not fully developed.

[17+ marks] for sharply focused answers showing depth and detail.

24. Using at least *one* country as a case study, explain why and how indigenous peoples sought to affirm their identities in the latter half of the twentieth century.

US – Fear of loss of tribal heritage and identity. Founding of organizations, including militant American Indian Movement in 1968 and staging of militant protests. Efforts to have legislation passed – success of 1975 Self-Determination Act and increasing efforts to improve tribal education, lessen poverty and unemployment. More sympathy with pro Native American themes in popular entertainment and carry-over awareness from other minority rights efforts of the post Second World War period.

Canada – new phase of activism among native peoples in 1960s. Several organizations established with a variety of purposes. The National Indian Council (1961) was to strengthen unity among native peoples, and to better their way of life and the understanding between native and non-native Canadians. The organization dissolved in 1968 and two new groups were formed – the Canadian Metis Society (later named the Native Council of Canada) and the National Indian Brotherhood. Some action was spurred on by exploration for raw materials in native areas, some by actions in the US. The government produced a White Paper on federal Indian policy in 1969 which proved to be controversial since it was an assimilationist document and drawn up without consulting native Canadians.

Latin America – Mexico, Bolivia, Brazil, Peru, Guatemala or another country of the candidate's choice can provide examples. Concerns have included land reform, fear of loss of heritage and population, concerns due to the country's development and environmental impact, poverty, *etc.*

[0 to 7 marks] for answers which consist of vague generalizations.

[8 to 10 marks] for answers which give several reasons and limited specific examples.

[11 to 13 marks] for answers with discussion of several reasons, some detail in examples, and some explicit analysis.

[14 to 16 marks] for more detailed answers which are analytically structured and offer different points of view.

[17+ marks] for in-depth and sophisticated treatment of the question.

25. For what reasons, and to what extent, has the end of the Cold War affected the objectives of the Organization of American States up to 1995?

During the Cold War, the OAS was at times seen as a tool of the United States. A prime example would be the vote to suspend Cuban membership in the Organization in 1962. Although many OAS objectives have remained the same since the end of the Cold War, the organization now considers the following its main priorities: strengthening democratic governments in the Americas; settling border disputes; removing land mines; promoting human rights; encouraging free trade; fighting the drug trade; combating poverty; promoting economic development. There is now less concern about the original objectives of providing common action against aggression and about arms limitations. Candidates who choose this question should be expected to give specific examples of some of the efforts in action.

A maximum of *[12 marks]* if only one part of the question is addressed.

[0 to 7 marks] for vague discussions about the OAS.

[8 to 10 marks] for identification of key objectives of the OAS, how they have been affected by the end of the Cold War, and some implicit explanation of why.

[11 to 13 marks] for more explicit analysis.

[14 to 16 marks] for detailed knowledge of the OAS and well-focused discussion of how and why its objectives have changed though not all issues may be addressed.

[17+ marks] answers at this level will be fully developed and may also show a critical view of the question.