



MARKSCHEME

November 2013

HISTORY

Route 2

Higher Level

**Paper 3 – Aspects of the history
of the Americas**

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.*

*Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.***

0:	Answers not meeting the requirements of descriptors should be awarded no marks.
1–2:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
3–4:	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
5–6:	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
7–8:	The demands of the question are generally understood. Relevant, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. An attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
9–11:	Answers indicate that the question is understood, but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
15–17:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
18–20:	Answers are clearly focused with a high degree of the awareness of the question and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.

Following a review of marking practices it has been agreed that in order to add further clarity to the markscheme for Paper 3, all caveats with regard to the awarding of marks for questions that include more than one component (eg, compare and contrast; reasons and significance; methods and success) will be removed.

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: ie, responses that offer good coverage of some of the criteria should be rewarded accordingly.*

Independence movements

1. According to the Declaration of Independence, why did the United States desire to be free of British control?

The question demands that the candidate show knowledge of the Declaration. In the Declaration, Thomas Jefferson stated that the British government was no longer protecting the rights of the colonists. In fact, Jefferson believed that the British government was infringing on their rights. Based on the writings of John Locke, Jefferson argued that governments exist in order to protect the rights of the people; therefore the people have the right to overthrow governments that do not do that and to establish new ones that will. Jefferson advocated respect for the ‘natural rights’ of man to ‘life, liberty and the pursuit of happiness’. Later in the Declaration, Jefferson enumerated the many wrongs that King George III had committed against the colonials. These could be used as additional reasons for declaring independence.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

2. Assess the impact on Native Americans of *one* independence movement in the Americas after 1760.

The South American independence movements of Bolivar and San Martín, the Mexican independence movement of Father Hidalgo and the American Revolution are only some of the examples of independence movements that candidates might use for this answer.

In Mexico the earlier uprising of Father Hidalgo had Native Americans and the *mestizo* as the foundation for the movement, with promises of social and economic reform. As this early movement gave way to Creole leadership, the reforms promised to the Native Americans were neglected. Candidates may talk about some inclusion within society, but this will be on the edges with small exceptions.

Native Americans were used by both Bolivar and San Martín as part of their forces with some promise of land and reform, but there was a limited positive gain. Some candidates could reference the abolition of slavery and address the fact that some of the native population was also affected by the tribute system and freed.

For the American Revolution candidates may consider the impact of Native American assistance to the British and address the Treaty of Paris of 1783 and the Treaty of Fort Stanwix of 1784, which abolished the boundary lines set out in the Royal Proclamation of 1763 (allowing for the settlement of the area) and the impact this had on Native American control of land in the area west of the Appalachian Mountains. Attempts at assimilation or isolation may also be discussed, as well as Native American involvement as British allies in the War of 1812, and the Indian Removal Act of 1830. While relevant examples may be found well into the 1830s, candidates need to clearly demonstrate the links to the Revolutionary period.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Nation-building and challenges

3. Examine the causes of the War of 1812.

From the point of view of the United States, the major causes of the war were: Britain's seizure of American ships and impressments of American sailors; American resentment of Britain (dating back to revolutionary days); the American belief that the British in Canada were arming the Indians and inciting them to raid American settlements in the Northwest Territories; and the United States' desire for land, including the Midwest and the annexation of Canada and Florida. Candidates might also address the division within the United States between war hawks and doves. The examination of Great Britain's actions (those that contributed to the causes for war) are also regarded as relevant.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

4. Evaluate the reasons for the rise of caudillo rule in *one* nation in the Americas.

Candidates may select any nation in the Americas, but popular choices will be Argentina, Mexico, Uruguay, Paraguay, Peru or Venezuela. Depending upon the nation selected, political, economic and social reasons for the rise of the caudillo may be utilized by the candidates. Reasons may include: the wars of independence, leaving nations more militarized; the post-war instability presented the military with an opportunity for a larger role in political affairs; the lack of effective transportation and communication infrastructure, which led to the development of regionalism and the regional caudillos. Stagnation of the economy also contributed to the rise of the caudillo. Depending upon the nation selected, individual issues, specific to that nation, should be addressed by the candidates. In order to successfully answer the question, the answer must be evaluative and not simply a descriptive list of reasons. Purely descriptive answers should not obtain high marks.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

United States Civil War: causes, course and effects 1840–1877

5. “The Union strengths far outweighed those of the Confederacy at the beginning of the Civil War.” To what extent do you agree with this statement?

A large number of candidates will agree with the statement, although some may question “far outweighed”. Strengths of the Union could include: population; industrial capacity; mileage of railroad track; established central government; dominant navy; economic strength with control of banking and financial capital. The strengths of the Confederacy may include: control of cotton exports; the possibility of British aid; fighting a defensive war with knowledge of the land and motivation to protect a “way of life”; the view that the lifestyle of the southerner was better suited for a military campaign; the quality of the Confederacy’s military leadership. The answer should address the strengths at the beginning of the war and not at the end of the conflict.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

6. “The Reconstruction Amendments to the US Constitution failed to achieve their aims.” To what extent do you agree with this statement?

The question asks the candidate to determine the degree to which the 13th, 14th and 15th amendments were effectively implemented. Candidates could argue that the amendments did in fact do all of those things in theory, but in practice the results were much different, especially after Union troops left the South in 1877. Slavery was abolished, but candidates might argue that sharecropping and the crop-lien and convict labour systems were not much different. African Americans were granted citizenship and equal protection under the law, but in many states, black codes and Jim Crow laws lessened that citizenship and protection. The closing of the Freedmen’s Bureau and the emergence of the Ku Klux Klan threatened African Americans. African American males did gain the right to vote in 1870 with the passing of the 15th Amendment, and in some states, particularly South Carolina and Mississippi, African Americans controlled state legislatures. Several African Americans were elected to the House of Representatives and two were elected to the US Senate. During the Redemption Period this ended, and African Americans were systematically denied the right to vote through literacy tests and poll taxes. The Civil Rights Act of 1875 was declared unconstitutional in 1883. The Supreme Court ruling in Plessy v Ferguson protected discrimination based on colour.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

The development of modern nations 1865–1929

7. Evaluate the economic impact of railroad construction in *one* country in the Americas between 1865 and 1929.

Possible countries for discussion would be the United States, Canada, Argentina and Mexico but accept any other country in the Americas as valid.

Railroad construction boosted several aspects of the economy. Examples could be in employment, telegraph lines, land sales, travel and shipping. Shipping had a major impact in getting natural resources to industrial centres (particularly in countries in North America) and to ports overseas (especially in the case of primary-export countries in Latin America). It also allowed finished products to reach wider markets. Candidates may also demonstrate relevant knowledge by consideration of harmful economic effects, such as: concentration of capital; boom and bust cycles *etc.* Regardless of which country is chosen, candidates should offer specific material.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so.***

8. Examine the impact of the philosophy of “indigenismo” on *one* nation in the Americas between 1880 and 1929.

In answering this question candidates can use a number of Latin American nations, including Peru and Mexico. The successful answer should identify or explain the meaning of “indigenismo” as an attempt to achieve a more prominent role for the native peoples in the social and political life of the nation, and identify the role of programmes or policies that were implemented. The early Aprista movement in Peru and the Mexican revolutionary era are examples of where this philosophy was present. In Peru, the Aprista movement was a social and political movement which sought to end foreign ownership of natural resources and exploitation of native peoples. In Mexico, some of the causes of the revolution can be traced to “indigenismo”, but the major movement occurred in the 1920s during Obregón’s presidency when the still unresolved agrarian reform issue came to the fore: Obregón took up this issue and also renewed the feeling of pride in Mexican culture. Candidates may refer to Vasconcelos’s views on “indigenismo”. If a candidate uses a limited amount of relevant material outside of the question’s time frame this may be awarded credit, but the majority of the answer should stay within the question’s time constraints.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so.***

Emergence of the Americas in global affairs 1880–1929

9. In what ways, and with what effects, was United States foreign policy applied to *one* nation in the Americas between 1880 and 1929?

Many choices are possible. Most likely are Cuba, Mexico, or any other Central American or Caribbean nation. In nearly all cases the US intervened militarily and economically, restricting the sovereignty, politically and economically, of these nations. Regarding Cuba, candidates are likely to discuss American involvement in the Spanish–American War, the Teller and Platt Amendments and the Roosevelt Corollary. “With what effects” could include independence from Spain, US military presence and the inclusion of the Platt Amendment into the Cuban Constitution, allowing for continual American intervention.

For Mexico, candidates could discuss initial American support for the Díaz regime, withdrawal of that support in 1910, and then subsequent involvement in the revolution. The United States attempted to control the revolution by oscillating between support for Madero, Huerta or Carranza. The Tampico incident, the occupation of Veracruz and US General Pershing’s raid into Mexico in search of Pancho Villa further strained the relations between the two countries.

Other Central American nations might be Panama, Nicaragua, Honduras or Guatemala. Caribbean nations could include Haiti or the Dominican Republic.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

10. Assess the impact of Canada’s participation in the First World War.

Candidates could look at the impact of Canada’s participation both at home and on the battlefield. The First World War affected Canada economically, socially, politically and militarily. Economically, Canada experienced growth as a result of increased demand for agricultural and industrial products in support of the Allied war effort. Initially, Canada’s involvement in the war led to an increase in nationalism, particularly among British Canadians. The passage of the Military Voters Act, the Wartime Elections Act and the Military Service Act led to the Conscription Crisis of 1917 and division between French and British Canadians, impacting the nation both socially and politically. Candidates may also address Canada’s role, specifically at Halifax, as a staging location for convoys supplying resources for the Allies. They may then refer to the explosion of the munition ship which destroyed a great deal of the waterfront in Halifax. Militarily, candidates are likely to discuss Canada’s contributions of men and material, most notably for the battles at the Somme, Passchendaele, Vimy Ridge and in the final offensive in the autumn of 1918. After the war, Canada gained greater autonomy and recognition at the Paris Peace Conference and in the League of Nations.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

The Mexican Revolution 1910–1940

11. Compare and contrast the challenges faced by Álvaro Obregón and Plutarco Calles in the efforts to reconstruct a post-revolutionary state in Mexico.

Examples of challenges that may be addressed for this question include: the implementation of the Constitution of 1917; land reform; church–state relations; development of a political structure (including institutionalizing the revolution through the development of a political party); education; financial development; relations with the United States; labour reform. Candidates may decide to compare and contrast the effectiveness of both rulers’ efforts to reconstruct a post-revolutionary state in Mexico. Reward this but do not demand it. Direct linkage showing how each of the administrations dealt with the issues is necessary for the candidate to achieve upper level marks.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

12. In what ways were *either* the arts *or* education affected by the Mexican Revolution (1910–1940)?

If the arts are selected, candidates might discuss the muralist movement, literature, music or dance. They could analyse one or two of the leading muralists, such as Diego Rivera, José Orozco or David Siqueiros, while focusing on the revolution’s impact on their work. The painter Frida Kahlo might also be mentioned. Literature tended to justify the revolution and glorify its leaders and participants. Likewise, music and dance were seen as celebrations of the revolution and its leaders. In the 1920s, the Obregón government initiated the development of the arts as a way to glorify Mexican culture.

If education is selected, candidates could discuss the destruction of much of the educational framework during the revolution, though Pancho Villa’s improvement of education in northern Mexico could be mentioned. Between 1920 and 1924, under Obregón, extensive campaigns in education and literacy were begun as part of the Vasconcelos reforms. Under Calles, the Cristeros War resulted in the destruction of many schools in spite of his attempt to reform education. During Cardenas’s presidency, more state control was exercised over public schools – especially in rural areas. Candidates may refer to the so-called “socialist” education adopted as part of Cárdenas’ educational policy.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

The Great Depression and the Americas 1929–1939

13. Assess the effectiveness of Mackenzie King’s economic policies during the Great Depression.

Mackenzie King was prime minister at the beginning of the Great Depression, lost power in 1930, and returned to office in 1935. In assessing his economic policies candidates may comment on the lack of effectiveness at the beginning of the Depression, citing King’s view that federal aid should not be extended to the provinces and that there should be limited federal involvement with relief efforts. He felt the provinces and the municipalities should deal with the financial crisis. This is shown by his “a five cent piece” comment in the House of Commons, stating he would not give the provinces a five cent piece from the federal treasury. At the beginning of the Depression his view was that the solution would be a business-led recovery. He believed the answer was to increase capital through foreign investment. Based on King’s ineffectiveness and the worsening of the Depression, the Liberals and King were defeated by the Conservatives and R B Bennett in 1930. By 1935, after years of criticizing the Bennett government’s failure to solve the Depression, King and the Liberals were returned to power. This time, King implemented a number of actions aimed at countering the effects of the Depression. Ending the labour camps, lowering tariff rates with the United States (1935 and again in 1938), and passage of the National Housing Act (1938), the National Employment Commission (1938) and unemployment insurance (1940) were policies supported by King during the latter stages of the Depression. Though the reciprocal trade agreements with the United States improved the economy, Canada still suffered 12% unemployment in 1939. Like many other countries, preparations for, and participation in, the Second World War ended the Great Depression in Canada. Responses that focus on the effectiveness of Roosevelt’s New Deal may have some relevance and may receive some credit since some of Mackenzie King’s policies were based on the New Deal.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

14. Examine the impact of the Great Depression on the arts in *one* country in the Americas.

Answers will vary depending on the country chosen and on the focus area for the arts. The arts could include photography, the movie industry, the radio and literary currents. In nearly all countries, photography as a career became much less profitable. Many photographers became more focused on the daily struggles of the working class and on the government's response to the Great Depression. The movie industry faced severe cutbacks, but that which survived became an avenue for escapism through entertainment. Radio became a popular choice for entertainment and for radio addresses by politicians and critics of society.

The United States could be a popular choice in answering this question. Candidates might mention that many photographers were employed by the government to capture the images of the Depression. Some of the more notable photographers were Dorothea Lange, Walker Evans, James Agee and Marion Post Wolcott, along with numerous others. Hollywood made many gangster movies and comedies, which were seen as a form of escapism, but also produced success stories, which helped sustain national morale. Radio was also significant: radio addresses (fireside chats) were used by Franklin D Roosevelt to explain government actions and to raise the morale of the country; critics, such as Father Coughlin, used radio to spread their message; and radio shows, whether mysteries or comedies, were a diversion for most people. Literature also suffered setbacks during the Depression, but the Works Progress Administration employed hundreds of writers in many settings. Candidates might also discuss notable works, such as Steinbeck's *Grapes of Wrath*.

Exemplars from outside the US may be rather limited, but give some credit for understanding of impact.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

The Second World War and the Americas 1933–1945

15. Compare and contrast the treatment of Japanese Canadians and Japanese Americans during the Second World War.

In both nations, the Japanese were removed from society and placed in internment camps, with Canada using the War Measures Act and the United States using Executive Order 9066 to authorize the internment. In Canada roughly 23 000, and in the US nearly 120 000 were resettled in these camps. In both countries, the Japanese lost property and many of their personal possessions, as they were only allowed to take what they could carry. This was done within a very limited time frame in both nations. In general, conditions were poor in both countries, though most agree it was worse in Canada. In Canada, internees often lived in barns and stables until they built the camps, whereas in the United States the camps were already built. In Canada, men who were able to work were often separated from their families and sent to work building roads. In the US, internees could leave the camp for nearby work, which was rare in Canada. A successful answer will address both similarities and differences. To reach the upper level marks a running comparison with clear linkage should be used.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

16. Examine the reaction to the Holocaust of *one* nation in the Americas.

This answer will vary depending upon the nation chosen. Most candidates will address the reaction of nations to Jewish refugees fleeing persecution, or policies implemented by the nations to stop the actions taking place in Germany during this period. The lasting impact of the Depression, nativism and anti-Semitism are all general reasons behind the reactions of nations in the Americas to limit or not accept Jewish refugees. The voyage of the St Louis may be used as an example of this attitude, as the Jewish refugees on this ship were denied entry by Cuba, the United States and Canada. Acceptance of refugees slowed in most nations of the Americas from 1939. Candidates may discuss specific actions taken by the government of the nation selected. The actions of nations during and after the Holocaust are also appropriate factors for candidates to examine. An example of a reaction to the Holocaust during the Second World War would be the Allied War Crimes Declaration of December 1942, which specifically condemned Germany’s extermination of Jews, although policies designed to counter these actions were not immediately implemented.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Political developments in the Americas after the Second World War 1945–1979

17. Analyse the causes leading to Canada’s Silent (or Quiet) Revolution.

In answering this question candidates will need to make sure that they are analysing and not simply listing the causes. The French Canada of Quebec premier Maurice Duplessis had emphasized a more traditional way of life in Quebec with limited industrial development. The Duplessis government was criticized for being reactionary and corrupt, while French Canada in the 1950s was growing more urban and less rural. The power and authority of the Catholic Church, agricultural ruralism, limited rights for labour, the lack of technological development, limited higher educational opportunities and the lack of state intervention in social reform are all issues that led to changes that became a part of the Quiet Revolution. The criticisms in the journal *Cité Libre* were examples of concerns that would be addressed in the Liberal government of Jean Lesage.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

18. Evaluate the successes and failures of *one* authoritarian, non-Communist regime in the Americas between 1945 and 1979.

Answers will vary depending on the country chosen. Some popular choices might be Pinochet in Chile, Batista in Cuba, Velasco Alvarado in Peru, Somoza in Nicaragua, Trujillo in the Dominican Republic, Branco and others in Brazil, Stroessner in Paraguay and Barrientos in Bolivia. Accept both regimes that came to power by a military coup as well as those that were established legally but became authoritarian (*ie* Juan Domingo Perón in Argentina). Do not credit any material outside the time frame of the question.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

The Cold War and the Americas 1945–1981

19. For what reasons, and with what effects, did McCarthyism occur in the United States in the 1950s?

Candidates might cite any of the following reasons for McCarthyism: the Cold War; Truman's loyalty oaths; Soviet development of the atomic/hydrogen bombs; the Rosenbergs' convictions; the Alger Hiss conviction; Joe McCarthy's personal desire for fame. Effects of McCarthyism might include: loss of civil liberties; hundreds of people, especially in entertainment, blacklisted; university professors forced to resign; the House of Un-American Activities Committee (HUAC) hearings; increased strength of the Republican Party; general fear and suspicion in the US.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

20. Describe the impact of the Nixon Administration's covert operations on the government of Chile in the early 1970s.

In answering this question, candidates will most likely address the actions surrounding the election and administration of Salvador Allende. This would include both the attempts to block his inauguration as well as the actions that attempted to destabilize the economy (indicated by President Nixon's desire to "make the economy of Chile scream") and encourage a military coup of the Allende government. Operation FUBELT, also referred to as Track II, was the code name given to the attempts by the US to covertly influence and destabilize the economic and political systems in Chile. Actions that may be used to describe the attempt by the US to destabilize Chile could include: propaganda and financial support for opposition parties; financial support for a major truckers' strike which evolved into a general strike; pursuing an invisible blockade on Chile while influencing decisions on loans to Chile from institutions such as the World Bank and the International Monetary Fund (IMF); subsidies for the Chilean opposition press and encouragement of opposition in the military. These actions were designed with the idea that they would aid in the destabilization of the Allende government. In order to answer the question successfully it will be important for candidates to not only discuss the covert actions, but to elaborate on the impact of those actions on the government of Chile. Answers that only describe the covert actions without reference to impact cannot score high marks.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the 'best fit'** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Civil rights and social movements in the Americas

21. **“Dr Martin Luther King was the most influential leader of the Civil Rights Movement in the United States.” To what extent do you agree with this statement?**

Candidates are likely to agree with the statement, though they do not have to. Those in agreement should cite specific examples of King’s influence. Most candidates will offer a recounting of King’s actions, probably beginning with the Montgomery Bus Boycott, through the March on Washington and concluding with his assassination. Top candidates will also focus on “most influential” and could discuss other civil rights leaders’ contributions. Those who disagree would also focus on other civil rights leaders and perhaps what some perceived as the slow pace of reform. Regardless of whether candidates agree or disagree, the question asks for a clear focus on Dr King.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

22. **With reference to *one* nation in the Americas, explain the impact of the youth culture of the 1960s and 1970s.**

Answers will vary depending upon the nation chosen by the candidate. Negative attitudes toward the cultural values and conventions of the middle class led to differing views toward politics, freedom of expression, sexuality, music, dress and drug use. It is important that the candidate addresses the impact of youth culture and not simply describes its characteristics. In the US examples of the impact of youth culture could include the development of the New Left, including groups like the Student Nonviolent Coordinating Committee (SNCC) and the Students for Democratic Society (SDS) and their actions in support of civil rights and in opposition to war. For Latin America, candidates may relate the impact of youth culture to the increasing commitment to social and political activism, normally associated with the left. Changes in education, method of protest and alternative lifestyles are other examples of possible topics of discussion. The explanations and specific examples used to determine the impact of the youth culture will be determined by the nation selected for discussion.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Into the twenty-first century – from the 1980s to 2000

- 23. Examine the challenges to the restoration of democracy in Latin American nations during the latter decades of the twentieth century.**

This question asks the candidates to address the issue of “challenges to the restoration of democracy” for Latin America in general, but it does not preclude the in-depth assessment of one nation used as an exemplar. Issues that may be examined include: foreign debt and economic stagnation; poverty and income inequity; continued political influence by the military; internal threats from rebel forces within the country; political institutions such as civil service, the judiciary and legislatures remain weak after years of authoritarian rule. All of these and other issues remain challenges to the successful restoration of democracy.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

- 24. Assess the influence of the media on political campaigns in *one* country in the Americas between 1980 and 2000.**

Answers will vary according to the country chosen. Media could include television, radio, newspapers, magazines and even the internet, though in a rather limited fashion for the dates listed. Campaign advertising and its cost will probably also be mentioned, as well as the immediacy of coverage and the increased importance of sound bites. Candidates could pick one or two political campaigns and offer specific detail to evaluate the media’s influence.

*The above material is an indication of what candidates may elect to write about in their responses. However, it is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide **the ‘best fit’** to the responses given by candidates and to **award credit wherever it is possible to do so**.*
