

Markscheme

May 2016

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.**

18–20:	Answers are clearly focused, with a high degree of 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.
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.
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.
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.
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. There is 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.
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.
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.
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.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

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. With reference to **two** countries, examine the characteristics of early 19th century independence movements in Latin America.

Candidates are required to select two relevant movements and consider some of their key features. Some candidates may adopt a comparative approach; however this is not essential. Given the timeframe expressed in the question, Cuban independence is not a relevant example.

Indicative content

- They were inspired by liberalism, nationalism and the belief in popular sovereignty as well as by events in Europe and North America, for example, the French Revolution, the Napoleonic Wars and US independence.
- As initial steps in the road to independence, important colonial cities formed cabildos/juntas either to govern in the absence of the Spanish king or to rule autonomously.
- Some movements, such as those in Caracas or Buenos Aires, could be described initially as revolutions from above; others started as uprisings from below (for example, Hidalgo and Morelos in Mexico).
- Although the movements did not bring about revolutionary social change, some social mobility became possible as both creoles and mestizos led the independence movements and joined the patriotic armies.
- With the exception of Brazil, they developed into armed conflict and, eventually, wars of independence that contributed to the political fragmentation of the region.
- In some cases, foreign aid became available to the independence movements (for example, British aid to Bolivar).

*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. “US policy toward Latin American independence movements was dominated by self-interest rather than idealism.” Discuss.

Candidates must offer a considered and balanced review of the suggestion that self-interest and not idealism was the dominant motive in shaping US policy. While the embodiment of the US position is generally considered to be the Monroe Doctrine of 1823, factors other than the doctrine may have relevance.

Indicative content

Influence of idealism:

- Many Latin American republics had modelled their statements of independence and their constitutions on the respective US documents. Thus, the US regarded the emerging republics as representative of US ideals.
- Following the fall of Napoleon and the restoration of several European monarchies, the US feared that anti-liberal and anti-democratic movements might seek to restore control over the emerging Latin American republics (this was considered a potential threat to the future of US democratic institutions as well as liberal institutions within the hemisphere).
- Several Latin American republics issued statements in response to the Monroe Doctrine as they believed that the US had issued this for idealistic reasons and not because it wanted to dominate Latin America.

Influence of self-interest:

- British Foreign Secretary George Canning’s proposal of a joint US-British warning to the European powers against intervention in Latin America was seen by the US as subservient to British interests and potentially restrictive to future expansion in the hemisphere.
- The US issuance of the Monroe Doctrine (1823) warned Europe against attempts to interfere in their internal affairs and asserted that the Americas were closed to further European colonisation (although it did offer clear support for the independence of the Latin American republics). US motives, while not stated in the doctrine, were interpreted as either self-interested or altruistic.
- US secretary of State John Q Adams (the author of the Monroe Doctrine), along with the Monroe administration, was acutely aware that the doctrine would be enforced by the British navy. This would be in support of British economic interests, since the US lacked the naval power to enforce the doctrine.
- Following the end of Spanish colonialism in Latin America, US trade had greatly expanded. The US feared that European intervention would restrict US access to the expansion of this trade and the resultant profits.

*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 impact of the War of 1812 on British North America and the United States.

Candidates must focus on the impact, rather than the causes, of the War of 1812; however consideration of the conduct of the war may be relevant in illustrating aspects of the “impact”. Remain open to both immediate and longer-term effects of the war.

Indicative content

- The Treaty of Ghent (1815) restored pre-war territorial holdings in North America and illustrated the war’s conclusion as a military stalemate.
- Native American confederations, which had largely supported British North America, were forced to cede territory and, as a consequence, were unable to resist future US territorial expansion east of the Mississippi River.
- The Federalist Party in the US, which had opposed the war, lost nearly all political power. While the US conduct of the war had evidenced sectionalism and disunity, the exit from the war led to an extended period of nationalism.
- Both British North America and the US benefitted economically from the war. British North America experienced a trade boom in the Maritimes and prosperity in the St Lawrence fur trade. In the US, manufacturing grew due to the British naval blockade, leading to greater economic self-sufficiency.
- The war promoted the unity of British-Canadians and French-Canadians due to their cooperation in resisting the US invasion and their bond with Britain was strengthened.
- The war led to the signing of the Rush-Bagot Treaty (1817), which demilitarized the Great Lakes and contributed to a long-standing peaceful US-Canada border relationship.
- Future President Andrew Jackson gained a great deal of national fame as a result of the battle of New Orleans. His earlier actions helped lead to the acquisition of Spanish Florida.

*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. To what extent did the new nations improve the social and economic conditions of **one or more** social groups such as Native Americans, mestizos and immigrants?

Candidates must gauge the impact of new nations on the conditions of a social group or range of social groups in any country or countries of the region. Candidates may choose to write on Native Americans, mestizos or any other relevant example(s), but this would need to be supported with relevant detailed knowledge. The depth and detail of the response should be evaluated in respect to whether candidates address only one group or more than one group.

Indicative content

- Most new nations were traditional societies and remained hierarchical after independence. The elites remained in control and resisted a broad notion of social equality.
- Generally, in the case of Native Americans and mestizos, neither of these social groups gained significant access to land and property, which continued to be largely in the hands of traditional creole families.
- Following independence, the tribute system continued to be imposed on the Native Americans and the legal status of some communal landholding was challenged. Thousands of Native Americans lost their land and were forced to relocate and were offered menial employment opportunities.
- There was an absence of protection for the civil rights of Native Americans in the region. In many places, gradual depopulation took place.
- In many countries, opportunities for the education of mestizos and Native Americans were limited.
- For balance, candidates could argue that in some countries, social equality became part of the legislation (for example race classifications were removed from censuses and official records) and mestizos found less opposition to their social mobility. In areas where there were not enough creoles, mestizos had the opportunity to fill some important positions.

*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 election of Abraham Lincoln in 1860 was the catalyst for the US Civil War.” Discuss.

Candidates may choose to either support, deny or qualify the statement, but must assess the impact of the election directly, rather than engage in a general discussion of Civil War causes. The focus should clearly be on Abraham Lincoln, the Republican Party platform, Southern responses to the Lincoln candidacy and the election outcome as well as other relevant topics. Positions may vary but should be supported with knowledge and in-depth analysis.

Indicative content

- During the 1860 campaign, the Democratic Party split into Northern and Southern factions, nominating Stephen Douglas and John C Breckinridge, respectively. The Republican Party chose Lincoln as a compromise candidate assuming his nomination would be less divisive than the nomination of William H Seward who was seen as an extreme abolitionist.
- The Republican Party platform, while condemning slavery as immoral, promised to uphold the constitutional sanctity of slavery in the South and supported the fugitive slave provision of the Compromise of 1850. Lincoln campaigned on the position that he would not end slavery, only its expansion in the territories. In his Inaugural Address, he restated that he had no intention of interfering with slavery where it existed.
- The Republican Party platform included positions that appealed almost exclusively to the North and West. This included support for higher protective tariffs for industry, free land for homesteaders and internal improvements to connect the West to the East. These positions had little appeal to Southern voters. Lincoln made no attempt to campaign in the South.
- Southern extremists had warned that Lincoln’s election would cause them to lead their states toward secession. Secession began after the election while President Buchanan was still in office; he took no action in response.
- In spite of Lincoln’s victory in the election, the Republicans did not control the Supreme Court or Congress. Thus, the South had a variety of means to defend their interests, short of secession.
- The Civil War began with the attack on Fort Sumter on 12 April 1861. The South regarded the Northern attempt to send provisions to the fort, which was in Charleston, South Carolina, as an attack upon their states’ rights and autonomy. Lincoln believed he was constitutionally bound to defend Fort Sumter as property of the federal government.

*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. “Despite their contributions to the Union victory, African Americans achieved little from their participation in the US Civil War.” Discuss.

Candidates must offer a considered and balanced review of the extent to which African Americans benefitted from their contribution to the Union victory in the Civil War. As relevant background, some description of African-American efforts in the Civil War is expected.

Indicative content

- Over 200,000 African Americans served in the Union Army and Navy and, by the war’s end, constituted approximately 10% of the Union forces. Despite issues such as segregated units and initial low pay black soldiers served in the Union Army and earned the respect of white soldiers. Over 37,000 lost their lives in the Civil War.
- On 1 January 1863, President Lincoln issued the Emancipation Proclamation declaring the freedom of slaves in the Southern states. Despite having little immediate impact and allowing continuation of slavery in Union “border” states, this action committed the US to the eventual abolition of slavery throughout the Union. The passage of the 13th Amendment (1865) fully implemented the end of slavery.
- Congress established the Freedmen’s Bureau (1865) to assist those made destitute by the war. While having some success in advancing basic education to freedmen, attempts to resettle African Americans on confiscated land were largely unsuccessful and the funding of the Bureau ended in 1870.
- The passage of the 14th and 15th Amendments, (1868) and (1869) respectively, extended citizenship and voting rights to African-American males. Both were heavily restricted by “black codes” and later by “Jim Crow” laws.
- Share-cropping and “contract labour” replaced slavery as the white landowners attempted to perpetuate economic dependency of African Americans under conditions little different from involuntary servitude. By 1880, only 5 % of African Americans in the south had achieved independent landowning status.
- Former slaves reunited with their families and sought to advance their social autonomy. Partial success was reflected in the establishment of hundreds of African-American churches. Additionally, African-American colleges were established to educate ministers and teachers. The migration of African Americans in the south to frontier areas, such as Kansas, also advanced autonomy.
- Freedmen were elected to both the US Congress and southern state legislatures during Reconstruction and participated in the writing of new state constitutions. However, many of the liberal reforms adopted were either expunged after Reconstruction or were not enforced once the “Redeemers” took control of the legislatures.

*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. Examine the role of women in **one** country in the Americas between 1865 and 1929.

Candidates are required to consider the extent to which there were developments in the role of women in one country throughout the entire period.

Indicative content

- Women in the region entered the labour market as a result of internal migrations (urbanization), to fulfil the increasing demand for workforce or to replace men in their jobs during armed conflicts.
- Despite the influence of liberal ideas, education opportunities for women saw little increase by the turn of the century. With the exception of teaching, professional employment opportunities were also limited as their role in the family took precedence.
- The role of women was determined by their place in society. Upper and middle class women became entrepreneurs, benefactors of charitable organizations or, in some countries, owners of *haciendas*. Lower class women worked, for example, in agricultural production, domestic service or as shopkeepers.
- In some industries, organized groups led strikes demanding better working conditions and higher salaries and sometimes trade unions were established.
- Although women struggled to change their status, results were limited (for example in the given period, only the US, Canada and Ecuador granted women the right to vote).
- Despite all of the above, a significant number of women opposed change and supported more traditional gender roles.

*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. Evaluate the successes and failures of the leadership of **either** Theodore Roosevelt or Wilfrid Laurier.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue raised by the question: whether or not either man led their respective countries effectively and achieved their goals. Candidates should establish the criteria by which they define success or failure and apply relevant examples.

Indicative content

Roosevelt:

- As President, Roosevelt used the Forest Reserves Act (1891) to set aside 150 million acres as a national reserve. His legacy also included support for expansion of the National Parks.
- He set a precedent by enforcing the Sherman Antitrust Act (1890) as evidenced in the Northern Securities case and 40 other antitrust actions. His approach was distinguished by attempting to differentiate between “good” and “bad” trusts.
- He supported the Meat Inspection Act and Pure Food and Drug Act (both 1906), which were among the earliest efforts at consumer protection laws.
- Roosevelt sought a “Square Deal” for labour in its relationship with big business as indicated by his support (short of union recognition) for miners in the Anthracite Coal Strike (1902).
- He helped to instigate and support the revolt in Panama, in order to speed the building of the Panama Canal and thus illustrated the willingness of the US to achieve its goals in Latin America through military force.
- Roosevelt asserted a corollary to the Monroe Doctrine to protect Latin American states from European debt-collecting threats. This also established a justification for US intervention in Latin American countries.
- Roosevelt received the Nobel Peace Prize for negotiating the Russo-Japanese peace agreement.

Laurier:

- Laurier established a policy of compromise in education: he offered some cultural concessions but opposed separate school systems for French-Canadian Catholic minorities, and thus rejected the concept of cultural dualism.
- While committed to advancing the future independence of Canada from Britain, Laurier agreed to have Canada pay the costs of transportation and supplies for those who volunteered to fight in the South African War (1899–1902). This measure was opposed by most French-Canadians.
- In 1903, Laurier supported the construction of two additional Canadian transcontinental railroads and he was criticized for the expansion of the public debt.
- Laurier’s support for the 1910 Naval Service Act and for a free trade agreement with the US angered different elements of his party and led to his fall from power in 1911. However, he remained an effective opposition leader until 1916.

*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. Compare and contrast the US policies of the Big Stick and Moral Diplomacy.

Candidates must give an account of the similarities and differences in the mentioned policies, which may include their impact on the region.

Indicative content

The Big Stick policy:

- Theodore Roosevelt's (1901–1909) corollary to the Monroe Doctrine allowed US military intervention in Latin American domestic affairs in order to protect the US. The US used force to protect its economic interests in Latin America, for example in Cuba, Panama, the Dominican Republic, Mexico, Honduras and Nicaragua.

Moral Diplomacy:

- The policies and practices of Woodrow Wilson (1913–1921) proposed that US foreign policy should reflect the nation's values. Thus, the US would deny recognition to any Latin American government that was undemocratic or hostile to US interests. It was used in Haiti, the Dominican Republic, Mexico, Cuba and Panama.

Similarities:

- Both justified interventionist policies in Latin America; they expanded the influence of the US throughout the region; they justified US intervention in foreign nations for extended periods of time; they both used military power against offending governments; their applications were perceived as acts of hostility by Latin America.

Differences:

- It could be argued that the Big Stick policy relied more on the use of force than Moral Diplomacy; that Moral Diplomacy introduced a moral element that was less focused on US interests.

*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. “The US entered the First World War mainly because it wanted to protect its economic interests.” Discuss.

Candidates must offer a considered and balanced review of the motives of the US for entering the war. The decision of the US to enter the war was influenced by a variety of factors and therefore candidates may choose to agree or disagree with the statement or may argue for a combination of causes.

Indicative content

- As the war began in 1914, the US recovered from a business recession due in significant part to war orders from Britain and France. Within little more than a year, the economy had fully recovered. Between 1914 and 1917, as trade with Britain and France grew threefold, trade with Germany declined.
- The US allowed American banks to extend approximately US\$3 billion in loans to Britain and France, thus contributing to US prosperity and the Allies’ war effort.
- As a country with a large proportion of recent immigrants, ethnic influences divided US sentiments as to whether the Central Powers or the Triple Entente should be favoured. There were also many who opposed any involvement in what was seen as a European issue and thus supported neutrality. Nonetheless, on balance, the majority supported Britain and France due to their democratic governments and due to French assistance to the US during the War of Independence.
- Britain’s control of the cable linking the US to Europe, along with the concerted propaganda efforts of the British government, contributed to the perception of Germany as guilty of repeated war atrocities. Germany’s invasion of neutral Belgium was also a factor in this perception.
- Germany’s application of submarine warfare caused the injury and deaths of US merchant seamen as in the *Arabic* and *Sussex* incidents and was therefore seen as more onerous than British violations of US neutrality.
- The sinking of the British passenger liner the *Lusitania* in 1915 took 128 US lives and resulted in a threat of “strict accountability” against Germany if such attacks continued.
- President Wilson’s tendency toward moral absolutes may have inclined US policy in favour of Britain and France in the face of Germany’s perceived aggression and violation of international law.

*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. “Zapata was more revolutionary than Villa.” Discuss.

Ideology, aims, methods and other factors may be considered as relevant criteria for reviewing the “revolutionary” qualities of the leaders. Candidates should consider a definition of the term “revolutionary” in the context of the Mexican revolution in order to determine whether Zapata was more revolutionary than Villa.

Indicative content

- Zapata’s aims, represented by the motto “Land and Liberty” and the Ayala Plan, gave form to peasants’ aspirations. Although Villa was initially sympathetic to the Ayala Plan, he didn’t carry out significant land reforms in the territory under his control but allowed for the development of a new “bourgeoisie of *hacendados*” within the Northern Army instead.
- They both initially supported Madero, although Zapata later distanced himself because Madero did not fulfil his land redistribution promises while Villa defended him against Orozco.
- After Madero’s overthrow, Zapata in the south and Villa in the north led the fight against Huerta.
- Both Zapata and Villa used violent methods that included the destruction of cattle, livestock and homes as well as murder of opponents.
- Zapata’s peasant supporters fought for their cause only within their territory and he had many difficulties in supplying his men with weapons. Villa used more unorthodox methods. He recruited bandits and cowboys, both of whom were groups that were prepared for a wide range of operations. Villa also raided US territory and smuggled weapons back across the US border in to Mexico.
- It could be claimed that Villa was more successful in the battlefield and had less interest in politics while Zapata’s agrarian reforms became a model for Latin American peasant revolutions.

*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. Evaluate the impact of US efforts to influence the Mexican Revolution.

Candidates are required to appraise how far the US had an impact on the events and outcome of the Mexican Revolution. Although some candidates may include material on the reasons for US involvement, the focus of their responses should be on the effects of US intervention on the revolution.

Indicative content

- US intervention in the Mexican Revolution was both diplomatic and military.
- US intervention contributed to the removal of Madero and the rise of Huerta; however, President Wilson later refused to recognize Huerta as the legitimate President of Mexico (although he failed to secure his resignation). This led to US military intervention and the occupation of Veracruz in 1914. The occupation did not topple Huerta immediately but it weakened him and encouraged Villa, Zapata and Carranza to defy his authority. In addition to this, the US provided weapons to the revolutionary forces of Venustiano Carranza.
- In 1916, the US led a punitive intervention against Villa. It failed to capture him and, instead, strengthened his popularity among Mexicans. Pershing's incursion into Mexican territory increased nationalism in Mexico and pushed the two nations to the brink of war. It also weakened Carranza's government as he was criticized for failing to halt the invasion.
- US troops withdrew in 1917 and the Wilson administration formally recognized the new Mexican government.
- Overall, US intervention left the people of Mexico resentful towards 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**.*

The Great Depression and the Americas 1929–1939

13. Discuss the nature and effectiveness of the response to the Great Depression of **either** Hoover or R B Bennett.

Candidates must offer a considered and balanced review of the response of one of the leaders to the Great Depression. There must be coverage of both aspects of the question; “nature” and “effectiveness”.

Indicative content

Hoover (March 1929 to March 1933):

- Hoover took the view that public relief should originate from state and local, rather than national, government. He advocated voluntary measures (businesses to avoid cutting wages and unions to not strike). In spite of some compliance, the depression worsened.
- In June of 1930, Hoover approved the Smoot-Hawley Tariff Act as a means to protect US businesses from foreign competition. US trade partners responded with equally severe rate increases and the world economy sank further into depression.
- By 1931, Hoover accepted that some federal intervention was necessary. He supported expansion of the Federal Farm Board (established in 1929) to help stabilize prices by holding back surplus grain and cotton from the market. The program proved inadequate due to limited funding, while overproduction of farm goods continued.
- Early in 1932, Hoover supported the Reconstruction Finance Corporation, a government-owned corporation to prop up banks, railroads and other key businesses. He believed the stabilization of these entities would have a “trickle-down” effect and support recovery. However, the depression reached its most severe stage in late 1932, leading to Franklin Roosevelt’s landslide victory.

R B Bennett (1930 to 1935):

- Bennett’s legal and business background led to a largely *laissez-faire* response to the depression. He helped to achieve the Imperial Preference Policy agreement to reduce tariffs among the members of the British Empire to boost sales of Canadian products. There was little positive impact.
- Bennett’s administration feared the concentration of unemployed single men within urban areas and established relief camps in remote regions. The separation of families, militaristic management, poor food and housing conditions, and a 20 cent per day wage brought little relief and much criticism. Conditions led to the “On to Ottawa” movement.
- In January 1935, Bennett reversed his position, calling for government “control and regulation” of the economy. Specific initiatives included progressive taxation, unemployment and health insurance, along with minimum wage and maximum hour laws. Public perception varied between opinion that the reforms were, “too little and too late” to others that thought they went too far. There was little improvement in unemployment rates or gross national product (GNP).

*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. With reference to **one** country in Latin America, examine the response of the government to the Great Depression.

Candidates must demonstrate a clear understanding whether government policies enabled the selected country to mitigate the effects of the Depression.

Indicative content

- Exports decreased significantly in all countries in the region, causing internal migration and a rise in unemployment in urban centres. Governments implemented some measures of social aid for the unemployed.
- Some governments, for example in Argentina and Brazil, adopted more centrally planned economies that included protectionist policies to promote the substitution of imports and the development of national industries.
- The adoption of import substitution policies (ISI) allowed government to improve their trade balance. In Chile, for example the impact of the Depression on the more traditional economic activities allowed for the successful development of new industries such as textiles and chemicals.
- Most governments abandoned the gold standard. The impact of this policy was a rise in inflation levels and a negative impact in the living conditions. Some countries, for example Argentina, adopted authoritarian governments, which limited the social unrest.
- Some governments increased public spending and bureaucracy to curb unemployment. Mexico, for example, promoted the expansion of its infrastructure.
- Some governments, for example in Bolivia, Colombia and Chile, defaulted their foreign debt. Consequently, they experienced difficulties finding access to foreign capital. However, they were able to reinvest the funds that would have been used to pay the foreign debt and interest on that debt, and to develop their national economies (something they would have found difficult to do in a different context).

*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. Examine the social impact of the Second World War on minorities in **one** country in the Americas up to 1945.

Candidates must examine how minorities were affected socially by the Second World War, up to 1945, in any one country of the region. While they may generalize as to how minorities were affected, specific examples should be applied as evidence to support the generalizations.

Indicative content

- The Second World War contributed to economic growth, due mostly to defence-related job creation. Minorities often found greater opportunity for social mobility as they acquired positions that provided higher wages, more secure employment and advanced social standing.
- Economic opportunity created by the war led to changes in both the pace and pattern of migration by minorities, especially rural to urban migration. The interaction of minorities in an urban culture established opportunities for cultural borrowing and intermarriage, among other effects. However, clashes among competing minorities or conflict with the dominant cultural group also occurred.
- Immigration patterns were also affected by the Second World War. In some cases, immigration of minorities was expanded to meet the needs of agriculture and industry, replacing native-born individuals that had entered the military. In other cases, immigration rates declined due to risks associated with wartime travel or due to restrictions tightened for reasons of national security.
- New opportunities were opened for minorities to enter the armed forces within those nations of the region that declared war. In general, minorities achieved more, but less than full, equality in their respective branches of service as compared to their pre-war position. Minorities often gained respect and some advancement of status due to their service, which was less restricted to menial labour than in the First World War. There were some minority groups that had distinguished combat records.
- In some countries of the region, minorities were isolated to internment camps, based on either their nationality or concern in regard to their loyalty. Internment generally caused long-term social stigma and loss of civil liberty as well as economic hardship.

*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. “The economic and diplomatic effects of the Second World War were of limited significance.” Discuss with reference to **one** country in the Americas up to 1945.

Candidates must offer a considered and balanced review of the influence of the Second World War on the economy of the selected country and on its diplomatic relations with others. Answers will depend on the country chosen and it must be noted that the question stops in 1945.

Indicative content

Economic effects:

- These may include its contribution to the end of the Depression, conversion from a peacetime to a wartime economy, increase in the demand of goods and employment opportunities (including women and minorities), government control (resources, production, wages and prices), inflation, rationing and changes in trade relations.

Diplomatic effects:

- These may include the early stages of the war and neutrality, relations with the belligerent nations before and after US entry in 1941, US pressure on countries to declare war on the Axis powers, and economic and political agreements up to 1945.

*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. “Despite Nixon’s reputation as a conservative politician, his domestic policies and actions reflect substantial reform.” Discuss.

Candidates are required to offer a considered and balanced review of the statement. They may utilise the ample evidence that can be applied to support the position stated, or they may deploy the considerable knowledge that is also available to contest the viewpoint. Regardless of the position chosen, the focus must be on Nixon’s domestic policies and actions, encompassing January 1969 to his resignation in August 1974.

Indicative content

In support of the statement:

- Under the concept of the “New Federalism”, Nixon’s administration attempted to shift much of the responsibility for social programmes to state and local governments. This action was claimed as a “reform” by the administration, in that it gave communities more control over how the money was spent.
- Nixon attempted to thwart Congressional control over social policy by impounding (not spending) appropriations for programmes of which he disapproved.
- Nixon supported the expansion of Lyndon B Johnson’s “Great Society” welfare programmes by increased funding for food stamps, Medicare, and Aid to Families with Dependent Children. He created the Supplemental Security Income programme to aid the indigent and disabled, and indexed Social Security to protect seniors from inflation.
- By initiating the “Philadelphia Plan”, the Nixon administration expanded the concept of affirmative action.
- Nixon supported environmental reform by initiating the Environment Protection Agency (1970) and the Occupational Health and Safety Administration (1970). He also approved the Clean Air Act (1970) and the Endangered Species Act (1973).

In opposition to the statement:

- Nixon’s “Southern strategy” to achieve re-election by politically dominating the South and appealing to the “silent majority” included attempts to delay integration, portray anti-war protestors as “un-American” and appeal to “states’ rights”.
- Nixon attempted to change the philosophical nature of the Supreme Court by appointing conservative justices who would apply a strict interpretation of the Constitution.
- The application of ‘New Federalism’ often overwhelmed the resources of state and local government and in some cases caused a reduction of social welfare programmes.
- While resigning prior to his probable impeachment, Nixon’s actions related to the Watergate cover-up demonstrated many examples of abuse of executive authority.

*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. To what extent did political repression contribute to Fidel Castro’s retention of power up to 1979?

Candidates are required to consider the merits or otherwise of the suggestion that repression by Fidel Castro explained his long tenure. Other policies and methods utilised may be used as context or to challenge the statement.

Indicative content

Role of repression:

- *Batistianos* and other political opponents were executed.
- Committees for the Defence of the Revolution (CDRs) monitored and reported on local populations.
- Censorship was used to control the populace and spread ideology, as was propaganda.
- Show trials and other violations of human rights such as forced labour camps (Military Units to Aid Production, UMAPs) and labour files for citizens were further controls on the people.

Other factors:

- Social and economic reforms were aimed at improving living conditions (for example the Agrarian Reform).
- Improvements in health and education acted to consolidate support for Castro.
- Castro’s readiness to allow opponents to leave Cuba at different times removed potential opposition.
- Castro’s own charisma and his flexibility in introducing changes were both significant.
- External pressure (for example, the Bay of Pigs; the US embargo) was counter-productive and increased support for Castro.

*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. Examine the application of Truman’s policy of containment in the Americas.

Candidates are required to consider the policy of containment and apply specific evidence as to its application in the Americas. Consideration may be given to either the depth or breadth of knowledge exhibited. While most candidates may concentrate on Truman’s presidency, others might discuss the application of this policy under other presidents up to 1981.

Indicative content

- The creation of the US Central Intelligence Agency (CIA) in 1947 would lead to the use of covert operations against Latin American governments and political movements that were suspected of supporting socialist agendas seen as sympathetic to communism.
- In 1947, the Inter-American Treaty of Reciprocal Assistance (Rio Pact) provided a regional “self-defence” agreement to oppose aggression or armed attack against any American state. This agreement bypassed the authority of the United Nations and would be used by the US to justify overt and covert action against democracies that supported liberal reforms.
- In 1948, the Truman administration helped to establish the Organization of American States (OAS) to provide collective security in the hemisphere and to provide mediation in disputes among its members. The 21 countries pledged to oppose communism in the Americas. The main US objective was maintenance of the status quo.
- In Chile, Gonzalez Videla won the support of the Communist Party in the 1946 elections and included three Communists in his initial cabinet. In response to pressure from the Truman administration, Gonzalez Videla removed the Communist members of his cabinet, broke a Communist-led coal miners’ strike and, a year later, outlawed the Communist Party.
- In 1952, responding in part to the request of President Anastasio Somoza of Nicaragua, the Truman administration authorised the shipment of weapons and money to groups opposing the democratically elected leader of Guatemala, Arbenz. US motives were largely based on Arbenz’s land reform proposals that threatened the interests of the American-owned United Fruit Company. While the 1952 attempt to remove Arbenz was unsuccessful, Eisenhower would achieve his removal through the covert efforts of the CIA, and thus continued the implementation of containment.
- Canada’s response to containment often required a decision as to whether it would support US Cold War policy or establish a more autonomous foreign policy. These decisions were affected by Canada’s increasing economic interrelationship with the US. In general, Canada was initially quite supportive of Truman’s containment policy, serving as a founding member of NATO (North Atlantic Treaty Organization) and sending over 20,000 soldiers to fight in the Korean Conflict.
- If candidates choose to discuss the containment policy post-Truman, the following items may be discussed: for Eisenhower, they could focus on Guatemala and Cuba; for Kennedy, Cuba; for Johnson, the Dominican Republic; for Nixon, Chile; for Carter, the shift away from containment to human rights.

*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. Discuss the domestic effects in the US of its involvement in the Vietnam War.

Candidates must offer a considered and balanced review of the impact of the Vietnam War on US society and its institutions. The discussion of effects both during and after the war is relevant.

Indicative content

- The economic effects include the cost of the war effort and its impact on society, military spending leading to budget deficit and inflation, and the erosion of consumer confidence. It compromised Johnson's Great Society programme.
- It led Congress to replace the military draft with an all-volunteer army. It contributed to the reduction of the voting age to 18 ("old enough to fight, old enough to vote"). It also led to the restriction of the president's ability to send American forces into combat without explicit Congressional consent.
- Opposition to the war also had an impact: there were demonstrations and riots, traditional values were questioned, events such as Kent State weakened public trust in the government and led to the questioning of the abilities of their leaders, and the impact of the press also played a role.
- Johnson's decision not to run in the 1968 elections.
- The impact of the war in the US Presidential campaign and election.
- The war weakened military morale, it changed the attitudes of the people of the US towards similar conflicts and temporarily affected political activity.
- There was a high number of casualties among US soldiers and there was a significant physical and mental toll on war veterans and sections of society.

*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. Evaluate the effectiveness of the tactics used to support Civil Rights for African Americans in the US up to 1968.

This question requires candidates to provide an appraisal of the tactics used to advance civil rights during the period from 1945 to 1968. Consideration may include appeals to the federal court system, legislation, Presidential leadership, boycotts, marches and demonstrations, speeches, acts of civil disobedience, as well as the tactics of particular civil rights organizations and leaders. While candidates may use material prior to 1945 as context, the focus of the response must, in this section, be on the post-Second World War period.

Indicative content

- Presidential leadership contributed to the advancement of civil rights and included such examples as President Truman’s executive order integrating the armed forces, President Eisenhower’s support of the Brown decision in respect to the Little Rock school integration crisis, and President Lyndon Johnson’s support for the Civil Rights Acts (1964) and the Voting Rights Act (1965).
- The NAACP (National Association for the Advancement of Colored People) sought to advance civil rights through legal challenges in the federal courts. Notable decisions were obtained in the Sweatt v. Painter (1950) and Brown v. Board of Education (1954) decisions. While the NAACP was relatively successful in achieving favourable court decisions, the courts, not the NAACP, controlled the enforcement processes, thus the pace of reform was piecemeal.
- Dr Martin Luther King led a successful boycott of the Montgomery, Alabama public bus transportation system following the Rosa Parks incident in 1955. The economic impact forced the city to integrate its bus service and was later supported when the Supreme Court (Browder v. Gayle, 1956) ruled that segregation of public buses was unconstitutional. This event contributed to the creation of the Southern Christian Leadership Conference (1957), which organized ministers and churches in the South on behalf of civil rights’ issues.
- In August of 1963 King led a peaceful march of over 200,000 people in Washington DC in support of civil rights legislation and appealed for an end to racial prejudice with his famous, “I Have a Dream” speech.
- The US Congress passed civil rights legislation including the 1964 Civil Rights Act which made segregation illegal in all public facilities and the 1965 Voting Rights Act that ended literacy tests and provided federal support on behalf of voter registration for African-Americans.
- As leader of the Black Muslims, Malcolm X initially advocated black separatism and “Black Nationalism” through “all means necessary”, including violence, as an alternative to King’s peaceful demonstrations and civil disobedience. His leadership helped to initiate a new form of civil rights agitation and led to the Black Power movement of Stokely Carmichael. Critics saw these efforts as responsible for a “white backlash” that hindered civil rights progress and contributed to the urban riots of 1964 to 1968. Supporters credited these changes for engaging the support of disaffected blacks, mainly in the urban North and West.

*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. Evaluate the achievements of feminist movements in the Americas after 1945.

Candidates are required to prepare an analysis of what feminist movements aimed to achieve followed by an appraisal of their success. There is no upper or lower limit to the number of countries that candidates may select; if candidates focus only on one country then greater depth is to be expected.

Indicative content

- Feminist movements in the Americas were concerned with making progress in areas such as education, employment, salaries, reproductive rights, political opportunities and equality before the law.
- Achievements will depend on the selected country/countries but could include voting rights, reproductive rights, inheritance rights, divorce, shared custody of children and equal employment opportunities/pay.
- Candidates might argue that there is a gap between rhetoric and reality.

*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 21st century—from the 1980s to 2000

23. With reference to their impact on the Americas, compare and contrast the policies of Bush and Clinton up to 2000.

Bush was elected in 1988 and was defeated by Clinton in 1992. Clinton served until January 2001. Candidates are likely to focus on Bush’s invasion of Panama, along with his initiation of the North American Free Trade Agreement (NAFTA). In respect to Clinton, the likely focus will be on relations with Mexico, Haiti and Cuba.

Indicative content

- Bush and Clinton were alike in their support for NAFTA, which was controversial across party lines. Bush initiated the agreement and Clinton supported its ratification by the US Congress. While trade among the participants was greatly expanded, criticisms persist as to whether NAFTA caused the loss of industry and jobs in the US and Canada.
- Bush invaded Panama based on claims of Noriega’s increasing involvement in drug trafficking and suppression of political opposition. Noriega’s capture and conviction in the US was seen as a violation of international law and denounced by the Organization of American States (OAS), though there was little support in Latin America for the Noriega administration. Clinton threatened to invade Haiti in response to Cedras’s removal of the democratically elected Aristide. Through diplomatic pressure (and threats of force), Clinton was able to secure the removal of Cedras and Aristide was restored to office.
- Bush initiated trade sanctions against Haiti in response to Cedras’s removal of Aristide and these were continued by Clinton, when he took office. Clinton also continued Bush’s policy of returning most Haitian refugees who attempted to enter the US.
- Clinton responded to the Mexican “peso crisis” by seeking Congressional approval for direct aid, fearing the economic impact on the US economy if the Mexican economy collapsed. When Congress refused, he used executive authority to provide US\$20 billion in loans.
- Bush largely supported the continuation of the trade embargo with Cuba but Clinton was more active in altering US policy toward Cuba. Clinton allowed 20,000 refugees housed at Guantanamo Bay to enter the US; however he initiated the “wet-foot/dry foot” policy and, after two civilian aircraft were shot down by Cuba, he strengthened the embargo with the Helms-Burton Act.

*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. Examine the impact of technological development on popular culture in **one** country in the Americas between 1980 and 2000.

Candidates must examine the ways in which technological developments influenced the nature and content of popular culture in one country of the region between 1980 and 2000. Areas for exploration could include music, literature, films, and other forms of entertainment.

Indicative content

- Popular culture in this context refers to artistic and literary expressions that predominate in a society and are mainly spread through the mass media.
- Technological developments between 1980 and 2000 could include the use of the internet (which became much more accessible to the general public towards the end of the period), CDs and DVDs, digital music and the first portable music devices as well as satellite television amongst a wide range of developments.
- Popular culture has become more accessible as a result of technological developments. This has enabled people to access a wider variety of material and to do so in their own time.
- It has become more globalized and has allowed for the sharing of popular culture across frontiers.
- It has also become more interactive as people have been given the opportunity to share their views on literary and artistic manifestations and to contribute to popular culture with their own creations.

*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**.*
