

**History**  
**Higher level**  
**Paper 3 – history of the Americas**

Specimen paper

2 hours 30 minutes

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer any three questions.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.



**Indigenous societies and cultures in the Americas (c750–1500)**

1. Compare and contrast the economic structures of **two** indigenous societies in the Americas.
2. Examine the relationship between religious and political powers in **one** indigenous society in the Americas.

**European explorations and conquests in the Americas (c1492–c1600)**

3. Examine the reasons for, and effects of, the signing of the Treaty of Tordesillas (1494).
4. Discuss the reasons for Spanish success and Inca defeat in the Spanish conquest of the Incan Empire.

**Colonial government in the New World (1500–1800)**

5. Evaluate the impact of the Bourbon reforms.
6. Examine the ways in which **one** European country organized trade with its American colonies.

**Religion in the New World (1500–1800)**

7. Examine the reasons for, and effectiveness of, resistance of indigenous populations to Christianization.
8. Compare and contrast the role of the Church in British North America and in Spanish America.

**Slavery and the New World (1500–1800)**

9. Discuss the reasons why slavery was introduced into the colonies of the New World.
10. Examine the different forms of resistance developed by slaves in **two** colonies in the Americas.

**Independence movements (1763–1830)**

11. To what extent was the influence of Enlightenment ideas responsible for the rise of independence movements in the Americas?
12. Evaluate the impact of independence on the social **and** economic structures of **one** country in the Americas.

**Nation-building and challenges (c1780–c1870)**

13. Examine the nature of caudillo rule in **one** country in the Americas.
14. Evaluate the impact on British North America and the United States of the War of 1812.

**United States' Civil War: Causes, course and effects (1840–1877)**

15. Examine the ways in which supporters of slavery in the 19th century used legal, religious **and** economic arguments in its defence.
16. "Reconstruction was doomed to fail." To what extent do you agree with this statement?

**The development of modern nations (1865–1929)**

17. Examine the ways in which railway expansion helped the modernization of **two** countries in the Americas.
18. With reference to **one** country in the Americas, to what extent were the aims of progressivism achieved by 1929?

**Emergence of the Americas in global affairs (1880–1929)**

19. Discuss the extent of Canada's involvement in the First World War.
20. Examine the effects on Cuba of the Spanish–American War of 1898.

### **The Mexican Revolution (1884–1940)**

21. Evaluate the key achievements **and** failures of the Mexican Revolution.
22. Discuss the role played by foreign powers in the outbreak and development of the Mexican Revolution.

### **The Great Depression and the Americas (mid 1920s–1939)**

23. Compare and contrast the proposed solutions to the Great Depression in **two** countries in the Americas.
24. Examine the social **and** cultural impact of the Great Depression in **one** country in the Americas.

### **The Second World War and the Americas (1933–1945)**

25. To what extent were attempts at hemispheric cooperation successful prior to and during the Second World War?
26. Examine the reasons for, and nature of, the involvement of **one** country of the Americas in the Second World War.

### **Political developments in Latin America (1945–1980)**

27. Discuss the successes and failures of the economic policies of **two** populist leaders in Latin America.
28. To what extent did the policies of Fidel Castro reinforce the revolutionary spirit and Cuban nationalism?

### **Political developments in the United States (1945–1980) and Canada (1945–1982)**

29. Evaluate the causes and effects of the Quiet Revolution.
30. Compare and contrast the social policies of any **two** leaders of the United States during the period 1945 to 1980.

**The Cold War and the Americas (1945–1981)**

31. Discuss the consequences for the region of Eisenhower’s national security policy.
32. Examine the domestic impact of the Cold War on **one** country in the Americas (excluding the United States).

**Civil rights and social movements in the Americas post-1945**

33. Evaluate the impact of US Supreme Court decisions on ending segregation in education between 1955 and 1965.
34. Examine the reasons for the rise of feminist movements in the Americas post-1945.

**The Americas (1980–2005)**

35. Discuss the impact on the region of the foreign policy of Ronald Reagan between 1981 and 1988.
  36. Evaluate the key successes and failures of the Mulroney governments in Canada between 1984 and 1993.
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# Markscheme

## Specimen

## History

## Higher level

# Paper 3 – history of the Americas

Note for examiners: The following pages of this markscheme outline what members of the paper setting team had in mind when they devised the questions. The points listed in the bullet points indicate possible areas candidates might cover in their answers. They are **not** compulsory points and are **not** necessarily the best possible points. They are only a framework to help examiners in their assessment. Examiners should be responsive to any other valid points or any other valid approaches.

### Markbands for paper 3

Marks	Level descriptor
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</p> <p>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</p>
10–12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</p> <p>Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>
7–9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
4–6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</p>
1–3	<p>There is little understanding of the demands of the question. The answer is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>
0	<p>Answers do not reach a standard described by the descriptors below.</p>

## Indigenous societies and cultures in the Americas (c750–1500)

1. Compare and contrast the economic structures of **two** indigenous societies in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates must examine both the similarities and differences in the economic structures of two indigenous societies from the region. Popular examples discussed are likely to be Maya, Tolteca, Azteca, Wari, Tiahuanaco, Inca, Apache, Navajo, or Cheyenne, but discussion of any two indigenous societies from the region is acceptable.

*Points discussed may include:*

- Agricultural production; the ownership, organization and land use, irrigation techniques, the importance of water control, the use of various agricultural techniques and their importance (*roza y quema, andenes, camellones, chinampas, etc*). The comparison may emphasize the relationship between the specific techniques employed and the characteristics of the environment in which the society had developed;
- Techniques for food conservation and storage, and its importance in economic organization;
- Circulation and distribution of goods in societies with and without money (such as the use of reciprocity and redistribution in the Andes), trade circuits, social groups related to trade or distribution of goods, and diversity of traded products;
- The role of specialists in the organization of the economic structures (artisans, merchants, fishermen, *etc*);
- The nature, organization and importance of the tribute;
- The role of the state or the religious powers in the organization and control of the economic system and its structure;
- Candidates must give an account of the similarities and differences in the economic structures of the two societies, not simply give a description of the features of the economic structures. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences between the economic structures of two indigenous societies in the Americas.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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. Examine the relationship between religious and political powers in **one** indigenous society in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the relationship between religious and political powers in one indigenous society in the region. The detail of candidates' answers will vary according to the society they choose to discuss. Popular choices are likely to be Toltecas, Mayas, Aztecas, Incas, Apache, Navajo, Cheyenne, but discussion of any indigenous society in the Americas is acceptable.

*Points discussed may include:*

- In many cases indigenous societies were complex agrarian societies in which political and religious power coincided in the same social group; in other cases, political power was shared with warrior elites;
- In many cases the rulers had religious attributes because many indigenous societies were theocratic states. Candidates may focus on the power struggles between various political clusters and how certain groups had the support of some religious sectors, while others were supported by military expansionist groups or groups of traders;
- Candidates may focus their answer on the relationship between agricultural success and religion. In some agricultural societies, political power lay with priest-kings or sacerdotal elites because knowledge of the seasons and agricultural cycles was interpreted by many people as a divine revelation. As the societies depended on agricultural success they took leading roles, based on the idea that they were people with a closer proximity to the gods;
- This group strengthened its power because they were considered as the only ones capable of reaching the world of the gods, something which was reinforced, for example, through religious ceremonies. Disobeying them was a challenge to the gods that could be punished with natural disasters;
- Candidates may also discuss the role of war in consolidating political power and the role of the priestly elite. In some cases the priestly elite was considered critical because victory or defeat in battle could be related to the action of the divinities. In other cases war was important for the control of water, fertile land or resources; then war had strategic sense, which weakened the priestly elite and strengthened the political power of the military sectors;
- Responses achieving marks in the top bands will provide a clear judgment on the relationship between religious and political powers in the society chosen for discussion.

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### European explorations and conquests in the Americas (c1492–c1600)

#### 3. Examine the reasons for, and effects of, the signing of the Treaty of Tordesillas (1494).

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should critically examine, rather than simply list, the reasons for and the consequences of the signing of the Treaty of Tordesillas.

*Points discussed may include:*

- Candidates might give some context regarding the situation in Europe and the competition between Portugal and Spain for the rights to rule the lands conquered;
- There was concern that the incorporation of new territories (the West Indies/Indias Occidentales) to the Spanish crown could affect Portuguese rights over their territories conquered or explored in the Atlantic route. Portugal also wanted to guarantee their dominance of lands occupied in Africa, and also of trade and navigation routes to India;
- One reason for the signing of the Treaty of Tordesillas discussed could be the unsuccessful intervention of Pope Alexander VI in solving the differences between the two kingdoms. Traditionally popes were called in as mediators in these disputes; for example Pope Alexander VI signed the Bula Intercaetera in 1493;
- Candidates may discuss the effects of the treaty on the conquest and colonization process; for example, it allowed Portugal to gain the territory that today is Brazil. Candidates may discuss how the treaty divided South America and established the initial demarcation of colonial territory, and how it led to the implementation of two different systems of domination over the indigenous populations. Another effect of the treaty was that the divisions were decided only according to the interests of the conquerors, without considering the will of indigenous peoples;
- Another effect of the treaty was that it displayed the capacity of both kingdoms to negotiate outside of the Pope's authority, challenging the traditional power structures in Europe at the time;
- Candidates may argue that the effects of the signing of the treaty were limited, and that it only had a limited impact on the political situation at the time. For example, the British and French did not sign the Treaty and did not feel obliged to abide by it, with Henry VII and France sending expeditions to explore the lands in the North. There were also conflicts between Portugal and Spain in the Americas, especially in frontier areas that were occupied or used for smuggling, disregarding the treaty;
- Responses achieving marks in the top bands will provide a clear judgment on both the reasons for, and effects of, the signing of the Treaty of Tordesillas.

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4. Discuss the reasons for Spanish success and Inca defeat in the Spanish conquest of the Incan Empire.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the reasons for Spanish success and Inca defeat in the Spanish conquest of the Incan Empire.

*Points discussed may include:*

- The superiority of Spanish weapons, the use of war dogs, *etc*;
- Candidates might also consider the power struggle between Huascar and Atahualpa; this divided the power of the Inca state, weakening the Incas and making them easier to defeat;
- Candidates may argue that the first contact with the Spaniards bewildered the indigenous population; the conquerors were different not only in their physical appearance but also in their cultural practices and religious beliefs, with some accounts suggesting that some indigenous groups mistook them for gods. (Some historians argue that this reaction may have been influenced by prophecies announcing the destruction of the known world and existing order, whereas other historians argue that these prophecies were created after the conquest);
- The negotiations between Spaniards and small communities under Inca domination. Some research suggests that some Andean ethnic lords or local chiefs (*curacas*) collaborated with Pizarro and his men because they were unhappy with, for example, the high demands of labour. This collaboration would have allowed the Spanish conquistadors to have food, supplies, information on roads, *etc.* and decreased the capacity for resistance of the Inca state;
- Responses achieving marks in the top bands will provide a clear judgment on what the reasons were for Spanish success and Inca defeat in the Spanish conquest of the Incan Empire.

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## Colonial government in the New World (1500–1800)

### 5. Evaluate the impact of the Bourbon reforms.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this candidates may focus on the impact of the Bourbon reforms on the Spanish colonial structure as a whole, or they may choose to focus on the impact of the reforms in a specific viceroyalty.

*Points discussed may include:*

- The Bourbon reforms were intended to modernize the empire. They wanted to strengthen the power of the crown in America, increase the efficiency of the colonial administration, improve tax collection and stop the smuggling of goods;
- Candidates may discuss the link between the reforms and many revolts and rebellions of the 18th century such as Tupac Amaru II or Túpac Catari, and even the origins of the independence movements;
- The economic impact of the reforms was not the same in all Spanish colonies. In some regions such as Mexico, Venezuela or the Río de la Plata, production increased and there was economic growth. Agricultural production and manufacturing output increased, and commercial networks were strengthened (local, interregional and transatlantic);
- Candidates may discuss the negative impact of the Free Trade Decree (1778) in areas such as Peru (reforms opened new ports competing directly with the Callao also negatively affected trade flows and the great Lima merchants reduced their income). Another economic issue discussed may be tax reforms, for example the increase of *alcabala* by 6 %, as these new taxes and more efficient collection provoked bitter protest;
- Another issue discussed may be the impact of the new territorial demarcation (new viceroyalties as the Viceroyalty of Río de la Plata and the Viceroyalty of Nueva Granada). The pursuit of decentralization of the Bourbon reforms weakened the power of the commercial elite groups from Lima and affected the networks of relationships between them and the traditional colonial officials (*virreyes, oidores, corregidores*). Although the administrative impact was positive for the Crown, it encouraged the discontent of the elites against the Spanish crown and a rejection against the new colonial bureaucracy;
- The reforms led to political conflicts; for example, Gálvez (Mexico) and Areche (Peru) with viceroys and colonial elites. The rivalry between *criollos* and peninsular increased because the reforms prioritized the peninsular for bureaucracy and clerical positions in the high civil and religious hierarchies;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of the Bourbon reforms.

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6. Examine the ways in which **one** European country organized trade with its American colonies.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. Answers will vary depending on the country selected for discussion (Spain, Portugal, Great Britain, France or the Netherlands), but candidates should focus specifically on the ways in which the country organized trade with its American colonies.

*Points discussed may include:*

- Candidates may discuss the link between trade organization and mercantilist policies, where crowns directed and controlled carefully the economic system, especially Atlantic trade;
- Commercial competition between nations; nations tried to protect their territories in America from the other kingdoms and from pirates; strict state controls on the entrance and exit of goods and merchant ships;
- The Peruvian and Mexican silver was a great attraction for Portugal, Britain and the Dutch, and there was very active contraband trade (eg through Río de la Plata and Paraguay);
- In the case of Spain, candidates may discuss the monopoly system (*Monopolio Comercial*) organized around authorized ports (Sevilla, Cádiz, Veracruz and Portobelo). Among the failures of this system was the amount of time that it took to export goods from one place to another, the rise of the prices, and the discontent of the *criollos* who were left aside from this activity. Candidates may also consider the role of institutions (such as Casa de Contratación de Sevilla and Tribunal del Consulado) in the trade systems;
- In the case of Portugal, candidates may consider that trade was first organized around wood, but the real growth of commercial activity came with sugar. Then the Portuguese crown promoted a commercial circuit that included African slaves, Brazilian sugar (to be sold in Europe) and European goods and money (to pay for the African slaves). They may also discuss the role of “*feitorias*” in the trade system;
- Britain also applied mercantilist policies; products from the colonies could only be exported to England. The control of trade was conducted by Admiralty Courts, there were laws restricting trade with other colonies as the French and great concern for the collection of taxes and tax evasion. Initially, trade was associated with the formation of trading companies in Bristol and London. Later, the colonial bourgeoisie was dedicated to this activity;
- Responses achieving marks in the top bands will provide a clear judgment on the ways in which one European country organized trade with its American colonies.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

### Religion in the New World (1500–1800)

7. Examine the reasons for, and effectiveness of, resistance of indigenous populations to Christianization.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case candidates should focus on both the reasons for resistance of indigenous populations to Christianization and also the effectiveness of this resistance.

*Points discussed may include:*

- Candidates may discuss the violence that was used to eradicate and prohibit native religions (destruction of temples or sacred places, the burning of religious idols, prohibition of religious expressions), or examples such as the Campañas de Extirpación de Idolatrías;
- Evangelization could be seen as being related to indigenous exploitation; for example the *encomienda* or *obrajes*, and in some cases taxes collected by priests;
- Candidates may discuss difficulties surrounding communication as the indigenous populations often did not understand the messages of the priests who did not speak their language;
- Candidates may discuss the major theological differences between Christianity and their existing religious beliefs; for example, resistance to the idea of moving from polytheistic beliefs to a monotheistic religion, or the difference between the view of gods who acted prominently in everyday life (for example in nature) compared to the Catholic conception of God;
- Some native populations thought that the gods were angry with them for having accepted some Catholic practices, such as baptisms, so then later chose to reject Catholicism (eg Taki Onqoy);
- The resistance to Christianization could be considered effective in that it was successful in preserving certain elements of pre-Hispanic religions. These remained in syncretism. Candidates may use different samples of syncretism to show that a number of elements of indigenous religions remained throughout the colonial period and even remain to the present;
- On the other hand, the resistance to Christianization could be considered ineffective given that ultimately Catholicism spread widely in the colonies. Multiple churches were built by indigenous leaders and many actively participated in processions, brotherhoods and Catholic activities;
- Responses achieving marks in the top bands will provide a clear judgment on both the reasons for, and effectiveness of, resistance of indigenous populations to Christianization.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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. Compare and contrast the role of the Church in British North America and in Spanish America.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case they must examine both similarities and differences in the role of Church in colonial systems in British North America and Spanish America.

*Points discussed may include:*

- An important issue is that the Spanish colonies had greater religious unity, while the British colonies gathered people of different religions (Puritans, Quakers, Anglicans, and Baptists). The Spanish colonies were Catholic and were intolerant of other religious practices, whereas in the British colonies there was not a dominant religion. (There were some exceptions; for example, New England was mainly Puritan);
- The relation of the monarchy with the Church defined its political role. As Catholicism was a symbol of the Spanish crown, religion strengthened ties with the metropolis. (For example, the power of the ecclesiastical hierarchy (Archbishops and Bishops) and the influence of religious orders like the Jesuits.) In contrast, the relationship between the Churches and the English Crown was diverse and often distant;
- Candidates may compare and contrast the role of the Church regarding indigenous populations. According to the Spanish monarchy, evangelization was the main justification for the conquest. For the Churches in British colonies there was not this same focus on evangelizing the indigenous population; British settlers often excluded indigenous populations from life in the British colonies and removed them from their lands;
- Discussion may consider similarities and differences in the social influence and role of the Church, for example in keeping traditional values, and may refer to specific examples such as the Inquisition or the Salem witch trials. In Spanish America the Church defended the colonial social hierarchy (the role of slaves, Indians, Spaniards, women and men in society). In the Spanish colonies the Catholic Church also played an important role in education;
- The Church had an important economic role, because they owned large areas of land and urban property, for example, the Jesuit landholdings;
- Candidates must give an account of the similarities and differences in the role of the Church in the two cases, not simply give a description of the role. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will provide a clear a clear judgment on the role of the Church in British North America and in Spanish America.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

## Slavery and the New World (1500–1800)

9. Discuss the reasons why slavery was introduced into the colonies of the New World.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; answers should focus on specific reasons that slavery was implemented in various British, Spanish or Portuguese colonies and not deviate to discussing slavery in general.

*Points discussed may include:*

- The principal reason for slavery was the need for additional labour. The New World was seen as a land of wealth (silver mines, farms and sugar cane and tobacco landholdings) that required labour to make it productive. The colonial riches were the attraction that motivated migration from Europe to the New World, but they must ensure access to sources of labour;
- Candidates may discuss the enslaving of indigenous peoples as well as the importation of slaves. They may also discuss the widespread abuses of indigenous labour. In other cases such as North America or Brazil, the indigenous population was not an alternative labour force because there were a lot of problems regarding control, organization and instability;
- In some cases African slaves were seen as a more stable work force (compared to some indigenous groups or temporary servitude contracts of the central North American colonies, or more identifiable if they fled) and more profitable. Although the initial investment could be high, eventually this was justified by the high profitability of producing goods such as sugar or snuff;
- Candidates may discuss examples such as Portuguese traders and the slave trade, or the loss of the monopoly of the Royal African Company (1697) in British North America. They may also focus on the interests of the colonial elites and companies engaged in slave trade and in the large profits from this business;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons why slave labour was introduced into the colonies of the New World.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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. Examine the different forms of resistance developed by slaves in **two** colonies in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, examining the different forms of resistance developed by slaves in two colonies in the Americas. The most popular colonies discussed are likely to be the southern American colonies and Brazil, but discussion of any two colonies in the region is acceptable.

*Points discussed may include:*

- In many colonies slave resistance included feigning illness, working slowly, breaking tools and running away;
- In Brazil, resistance would include setting up communities of runaway slaves such as Palmares;
- Harriet Tubman’s Underground Railroad could be included for the southern American colonies;
- In several colonies, slave resistance included slave rebellions. In southern American colonies, candidates might mention uprisings such as the Stono Rebellion or others led by Gabriel Prosser, Denmark Vesey, and Nat Turner;
- For Haiti, all of these forms of resistance occurred as well as the slave rebellion leading to revolution and the establishment of an independent state;
- Whichever colonies are used, expect detailed knowledge of forms of slave resistance;
- Responses achieving marks in the top bands will provide a clear judgment on the different forms of resistance developed by slaves in the two colonies selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

### Independence movements (1763–1830)

11. To what extent was the influence of Enlightenment ideas responsible for the rise of independence movements in the Americas?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case answers should focus on the influence of Enlightenment ideas on independence and weigh this against other factors that influenced the development of the independence movement.

*Points discussed may include:*

- Influential Enlightenment thinkers were Locke, Rousseau and Montesquieu. The ideas of the Enlightenment became popular in the Americas' colonial centres. In the Portuguese and Spanish colonies ideas about modernization and secularization were well received, both by the colonial elites and the government bureaucracy;
- Political ideas such as popular sovereignty, representative government, separation of powers, political and economic freedom and equality were welcomed by a party of colonial elites. They began to question the rationality of colonial dependence on the European metropolis;
- The ideas involving political changes were rejected by the rulers. They adapted the ideas of the Enlightenment to modernize some aspects of colonial life without questioning the colonial relationship. Some candidates may refer to Bourbon or Pombaline Reforms as examples of Enlightened Despotism;
- There were a group of thinkers who requested reforms to the colonial system (greater freedom and equality) and others that wanted a complete break;
- Candidates may argue that Enlightenment ideas provided a philosophical justification for Independence movements;
- Role of Enlightenment ideas in the American Revolution and the French Revolution; in the case of the Independence of the 13 Colonies the impact was positive (gave start to a “governance model” proposed in equality, economic freedom, breaking an unfair relationship, protection of property, popular sovereignty), but the French Revolution brought fears and suspicion (disorder, loss of property of elites, violence in the process, popular revolts);
- Other issues that can be evaluated in relation to independence may include: Bourbon Reforms, the impact of the Napoleonic War, British pressure for new markets (linked to the Industrial Revolution) and the wear and tear on the Spanish colonial system. In British colonies, candidates may consider the French and Indian War, the changes in taxation and the strengthening of a commercial bourgeoisie concerned about greater economic freedoms;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the influence of Enlightenment ideas was responsible for the rise of independence movements in the Americas.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 independence on the social **and** economic structures of **one** country in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. The details of the answer will depend on the country chosen for discussion, but candidates should focus their response specifically on the impact of independence on the social and economic structures of the country they choose to discuss.

*Points discussed may include:*

- Candidates may focus on the negative economic impact of independence; for example, in the case of the United States the economic impact could include the fact that trade was no longer protected by the British Navy, the end of access to markets in the British Empire (hostile ports), the end of mercantilism, war debts and inflation;
- Candidates may argue that although the short-term impact might have been negative, the disruption of trade and economic patterns eventually stimulated domestic manufacturing and led to a more diverse economy. With independence, trade among American states was promoted and new trade areas were opened (Caribbean, Latin America, and China);
- In Latin America, independence ended the Spanish monopoly of trade with her colonies and opened new European and US markets for Latin American goods, but also led to disruption of the colonial economies, difficulties in tax collection, *etc*;
- Discussion of the impact of independence on social structures may focus on religion (for example the disestablishment of the Anglican Church in Massachusetts), or on education (in the US education was intended to be public, but this was not achieved as many private schools were founded for the elites; some advances were made in women’s education and schools for Native Americans);
- Discussion of the impact of independence on social structures may also focus on the impact on slavery – the escape of African American slaves, open resistance to white control, fear of slave revolts, and the origin of divisions over the issue of slavery;
- In the case of the US discussion might refer to exile of loyalists, confiscation of their property and loss of positions, the rise of a patriotic economic elite, increases in social tension and class conflict, growing demand for lands to the West at the expense of the Native Americans, *etc*;
- In the case of Latin America, candidates may refer to the decline in the civilian labour force; the loss of status of and discrimination against indigenous populations; or the idea that land was in the hands of a few traditional families that held power and replaced the Peninsulares;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of independence on the social and economic structures of the country selected for discussion.

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**Nation-building and challenges (c1780–c1870)**

13. Examine the nature of caudillo rule in **one** country in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, an examination of the nature of caudillo rule in one country in the region.

*Points discussed may include:*

- Popular examples are likely to be Santa Anna or Juárez in Mexico, Rosas, Güemes, Quiroga or Artigas in Argentina, and Paéz, the Monagas brothers or Guzmán in Venezuela, but discussion of any caudillo from any country in the Americas during the time period is acceptable;
- In nearly all countries, caudillo rule was dependent upon their charisma and authoritarian rule;
- They gained support from the upper class by distributing favours and patronage, often ignoring the needs of the majority of the population;
- They took military action against opposition and governed in a repressive manner;
- Whatever example is chosen, candidates should have detailed and specific knowledge of the nature of caudillo rule in the country;
- Responses achieving marks in the top bands will provide a clear judgment on the nature of caudillo rule in the country selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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. Evaluate the impact on British North America and the United States of the War of 1812.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. Both British North America and the United States should be discussed, though not necessarily equally.

*Points discussed may include:*

- The treaty of Ghent, which officially ended the war, changed no territorial boundaries and returned nearly everything to pre-war status;
- For British North America (Canada), the war brought a greater feeling of unity and nationalism as they had withstood the attacks from the United States. French and English settlers had united against a common enemy;
- The war ended any real threat of conquest from the United States. It could be argued that the war eventually led to Canadian Confederation in 1867;
- The war also promoted a greater sense of loyalty to the British system as opposed to the republican ideas of the United States;
- For the United States, the war is sometimes seen as a second war of independence and thus a great source of pride in defeating the British again;
- The war made Andrew Jackson a national hero for his victory in the post-treaty Battle of New Orleans. This would propel him to the presidency in 1828;
- Opposition to the war by the Federalists essentially ended that political party, and brought about the so-called “Era of Good Feelings”;
- After the war, the United States looked inward and began improving its interior using Henry Clay’s American System of federal support for canals, national roads and railroads;
- The British did eventually leave their forts in the Old Northwest and quit supplying Native Americans, terms agreed to in the Treaty of Paris of 1783, but not complied with by the British until after War of 1812;
- Native American tribes in the Old Northwest and Old Southwest, who had allied themselves with the British, suffered the greatest losses, not only in manpower and leadership, but also in territory as the victorious Americans moved into tribal lands. While there would still be battles between Native Americans and the United States, the War of 1812 essentially ended any chance Native Americans east of the Mississippi had in retaining their lands;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of the War of 1812 on both British North America and the United States.

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**United States' Civil War: Causes, course and effects (1840–1877)**

15. Examine the ways in which supporters of slavery in the 19th century used legal, religious **and** economic arguments in its defence.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the ways in which supporters of slavery in the 19th century used legal, religious and economic arguments in its defence.

*Points discussed may include:*

- Pro-slavery arguments became more militant by the mid-1830s as a result of events in the South, such as the Nat Turner uprising in 1831, which terrified the southerners. There was also an economic incentive when the expansion of slavery into the Deep South – which had been seen as unprofitable – now became lucrative again. Events in the North – such as the growth of the abolitionist movement and writings – also contributed to them;
- Legal arguments centred on the Constitution and its recognition of slavery in the three-fifths compromise, as well as its ban on slave importation in 1808. Other legal arguments come from the Tenth Amendment and the idea of states' rights. Supreme Court decisions, such as Dred Scott, were also used to defend slavery's existence;
- Religious arguments focused on multiple examples of slavery in the Bible and references in the Old and New Testaments about how to treat slaves and how slaves should act toward their masters. It was argued that since African Americans were inferior, they needed to be protected and guided in their spiritual needs. Southerners claimed that churches were built for slaves so they could become Christian;
- Economic arguments stated that the economy of the nation was dependent on slave labour for cotton and other agricultural products. Slaves were better off – better fed, clothed, housed, secure – than northern factory workers. If slaves were freed, they would be a terrible economic burden on the country because they wouldn't be able to take care of themselves;
- Slavery, in their view, was the way to preserve American traditions and values which were being replaced in the North by greed and corruption as its labour system demonstrated;
- Responses achieving marks in the top bands will provide a clear judgment on the ways in which supporters of slavery in the 19th century used legal, religious and economic arguments in its defence, rather than simply outlining the arguments used.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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. “Reconstruction was doomed to fail.” To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the candidate agrees with the statement that Reconstruction was doomed to fail. This question demands a clear understanding of what is meant by Reconstruction.

*Points discussed may include:*

- Candidates are likely to discuss Lincoln’s plan for Reconstruction, Congressional opposition to his plan, Radical Republicans’ plans and Andrew Johnson’s attempts at Reconstruction;
- Candidates should show some awareness of the “doomed to failure” element of the title, as if it couldn’t have happened any other way;
- General goals of Reconstruction were to re-establish the country as one, rebuild the South, and find a solution for the former slaves;
- Determination of the success of these three goals is necessary for a strong answer;
- Candidates could conclude that Reconstruction was successful in achieving the first two goals, but failed in the latter;
- The 13th, 14th and 15th Amendments, their significance and their effectiveness could also be discussed;
- Some evaluation of the Freedmen’s Bureau could be included;
- Southern opposition to these plans and attempts to circumvent them through Black Codes, Jim Crow Laws, sharecropping and the rise of the Ku Klux Klan could also be discussed;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that Reconstruction was doomed to fail.

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**The development of modern nations (1865–1929)**

17. Examine the ways in which railway expansion helped the modernization of **two** countries in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the ways in which railroad expansion helped the modernization of any two countries from the region. The United States, Canada and Argentina are likely to be popular choices, but discussion of any two countries from the region is acceptable.

*Points discussed may include:*

- For both the US and Canada, transcontinental railroads were the catalyst for rapid industrialization and modernization. Railroads were seen as a symbol of progress in American countries. It changed the transportation of people and products, and also introduced new techniques;
- For agricultural economies the introduction of the railroad was determinant to conduct the import and export more efficiently and faster, and to reduce costs of transportation from the producing areas to the main ports;
- For more industrialized countries, railroads facilitated the movement of raw materials to factories and finished products to market. It also contributed to the establishment of new towns and/or the revival of old ones who were until then isolated;
- Railroads increased communication whether it was through the building of telegraph lines, faster postal delivery or people carrying news as they travelled;
- Railroads were essential to carry the immigrant population to those places that needed labour, as well as to facilitate the access to capital cities;
- The possibility to travel had also a cultural impact that can be seen in literature and visual arts;
- In some countries, railroads accelerated the demise of native peoples who might be seen as an obstacle to modernization;
- Responses achieving marks in the top bands will provide a clear judgment on the ways in which railroad expansion helped the modernization of the two countries chosen for discussion.

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18. With reference to **one** country in the Americas, to what extent were the aims of progressivism achieved by 1929?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the aims of progressivism were achieved by 1929. Definitions of Progressivism and relevant examples will vary dependent upon the country selected for discussion.

*Points discussed may include:*

- The US is likely to be a popular choice for discussion, but discussion of any country within the region where progressivism existed is acceptable;
- Answers could include reference to some of the following: political aims – women’s suffrage, direct election of senators, curbing powers of political bosses, democratizing governing institutions; economic aims – progressive taxation, economic controls, corporate regulation; social aims – prohibition of drugs and alcohol, health and safety legislation;
- Specific measures that could be discussed include: political reforms – women’s suffrage, referenda, direct primaries; social reforms – child-labour laws, consumer protection laws, labour laws affecting women and workers’ compensation laws;
- Candidates choosing a Latin American country could associate progressivism with “Order and Progress”. Reward answers that assess its achievements and make an evaluation of the attempts at reform (eg: the UCR in Argentina; “Batllismo” in Uruguay);
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the aims of progressivism were achieved by 1929.

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## Emergence of the Americas in global affairs (1880–1929)

### 19. Discuss the extent of Canada's involvement in the First World War.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent of Canada's involvement in the First World War.

*Points discussed may include:*

- When the First World War broke out in 1914, all Dominions of the British Empire, including Canada, were called upon by Great Britain to fight on her behalf;
- Canada's sacrifices and contributions to the war changed its history and enabled it to become more independent, while opening a deep rift between the French- and English-speaking populations, in large part because of the conscription crisis;
- For the first time in its history, Canadian forces fought as a distinct unit under a Canadian-born commander. Battles such as Vimy Ridge, the Second Battle of Passchendaele and the Battle of the Somme are still remembered today by Canadians as part of Canada's evolution, for both its identity and culture;
- Canada's total casualties stood at 67 000 young men and women killed and 173 000 wounded. These figures are disproportionately high considering Canada's total population was 7 million on the eve of the First World War;
- In addition to military contributions, Canada was responsible for vast quantities of foodstuffs and armaments;
- Responses achieving marks in the top bands will provide a clear judgment on the extent of Canada's involvement in the First World War.

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20. Examine the effects on Cuba of the Spanish–American War of 1898.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the discussion must focus on the war’s effect on Cuba, not on the United States or Spain.

*Points discussed may include:*

- Cuba gained its independence from Spain, but complete independence was thwarted by US intervention and domination;
- Some might see the Cuban independence movement as being hijacked by the United States when Cuba was close to victory, while others might note the failures of previous struggles for independence and suggest Cuban independence would not have been realized without US help;
- Candidates might discuss the pre-Spanish–American War independence movement of Cuba begun by José Martí in 1895 and the disastrous results for Cuba, especially after Spanish General Weyler incarcerated many of the rebels under inhumane conditions. It has been estimated that over 250 000 Cubans died between 1895 and 1898;
- During the Spanish–American War, Cubans, for the most part, were left out as the United States took over the fighting. Estimates vary as to the number of Cuban deaths;
- The United States military set up an occupation government until Cubans accepted the Platt Amendment as part of their constitution. This was reluctantly agreed to in 1901 and in 1902 Cuba held elections. Tomás Palma was sworn in as president in May of 1902. In 1903, Cuba agreed to cede Guantánamo Bay to the United States;
- While under the United States military government, US businesses took control of the Cuban economy, displacing the Cuban owners;
- Responses achieving marks in the top bands will provide a clear judgment on the effect on Cuba of the Spanish–American War of 1898.

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## The Mexican Revolution (1884–1940)

21. Evaluate the key achievements **and** failures of the Mexican Revolution.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an evaluation of the key achievements and failures of the Mexican Revolution. A brief background on the Mexican Revolution and the proposals of Zapata, Carranza and Villa are required to properly understand the achievements and failures, but should not be the focus of the response. Candidates should also be aware that the revolution was a process that endured three decades, ending with the administration of Lázaro Cárdenas.

*Points discussed may include:*

- Achievements: Candidates might mention the end of the Diaz regime and the eventual establishment of a more democratic government; the Constitution of 1917 with its provisions for education, labour reforms, land reforms, national ownership of natural resources, and limitations on the Catholic Church; restoration of pride in Mexican culture;
- Failures: Inability of governments to carry out the reforms of the Constitution of 1917; very slow pace of land reform; political control under one party; treatment of indigenous people;
- Responses achieving marks in the top bands will provide a clear judgment on the key achievements and failures of the Mexican Revolution.

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22. Discuss the role played by foreign powers in the outbreak and development of the Mexican Revolution.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. Candidates are likely to discuss the role of the United States and Germany, though other nations might be included.

*Points discussed may include:*

- The United States had backed Porfirio Diaz, but as the situation deteriorated into rebellion, the US withdrew its support and allowed Madero to stay in the US while preparing the Plan of San Luis Potosi and the revolution. President Taft increased the number of US troops along the border with Mexico;
- US Ambassador Wilson, along with Spanish, German and British officials, helped plot the overthrow of Madero by Huerta. Later, under President Wilson, the US refused to recognize Huerta's government and supported Carranza. US involvement continued with its occupation of Veracruz, and later with a military incursion searching for Villa;
- German involvement can be seen in the backing of Huerta, the shipment of arms to him, and later in the Zimmerman Telegram;
- Responses achieving marks in the top bands will provide a clear judgment on the role played by foreign powers in the outbreak and development of the Mexican Revolution.

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### The Great Depression and the Americas (mid 1920s–1939)

23. Compare and contrast the proposed solutions to the Great Depression in **two** countries in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; candidates are expected to evaluate similarities and differences between the proposed solutions to the Great Depression, not merely to outline them.

*Points discussed may include:*

- Popular examples are likely to be the United States, Canada, Argentina or Brazil, but discussion of any country in the region is acceptable;
- For the United States, the proposed solutions of Hoover and Franklin D Roosevelt could be discussed;
- For Canada, the policies of Mackenzie King and RB Bennett could be used;
- For Argentina, discussion would focus on the ideas of the Concordancia and ISI;
- For Brazil, the policies of Vargas and the establishment of the Estada Nova could be used;
- Comparisons could focus on increased government involvement in the economy through bank regulation, establishment of federal work programmes, and regulation of agriculture and industry;
- Points of similarity and difference will vary depending on the countries chosen;
- Candidates must give an account of the similarities and differences in the proposed solutions to the Great Depression, not simply give a description of what those proposed solutions were. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences in the proposed solutions to the Great Depression in two countries in the Americas.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 social **and** cultural impact of the Great Depression in **one** country in the Americas.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the social and cultural impact of the Great Depression in one country in the region. The discussion must focus on the social and cultural impact of the Great Depression in the chosen example, not on the impact more generally.

*Point discussed may include:*

- Details will vary depending on the country chosen. Candidates may discuss social effects of unemployment such as poverty, hunger, population migration, impact on the family, decline in educational opportunities, *etc*;
- When discussing the cultural impact of the Depression candidates may, for example, discuss the impact on the arts. The implementation of government programmes to assist artists aimed at the formation of a “national culture” and of “national art” in many countries. There was growing interest for the arts to reflect the history of each nation. Social grievances, together with the need to think inclusively at a national level, were represented by the works of artists such as the Mexican muralists, and the “social novels”, as well as those written about indigenous or black characters;
- The influence of the Depression in the selection of topics in literature and sound films, and the way these were used by people either to escape or portray the reality of the period could also be relevant areas of analysis;
- Responses achieving marks in the top bands will provide a clear judgment on the social and cultural impact of the Great Depression in the country selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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)

25. To what extent were attempts at hemispheric cooperation successful prior to and during the Second World War?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which attempts at hemispheric cooperation were successful prior to and during the Second World War.

*Point discussed may include:*

- There could be some discussion of improved relations as a result of the Good Neighbor Policy and reciprocal trade agreements, but the focus should be on hemispheric cooperation as a result of European actions;
- Some of the following could be addressed: Montevideo Conference Pact in 1933, Buenos Aires Conference in 1936, Lima Conference in 1938, Panama in 1939, Havana in 1940, Rio Conference in 1942, and declarations of war by almost all Latin American countries;
- The United States gave aid to Brazil under the Lend-Lease Act. Cooperation between the United States and Canada greatly increased after US entry into the war;
- In general, hemispheric cooperation improved in light of common enemies;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which attempts at hemispheric cooperation were successful prior to and during the Second World War.

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26. Examine the reasons for, and nature of, the involvement of **one** country of the Americas in the Second World War.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question about the reasons for, and nature of, the involvement of one country of the Americas in the Second World War.

*Points discussed may include:*

- For Canada involvement was nearly automatic after Great Britain and Germany went to war; however, the declaration of war was an independent act and not mandated by the British, as the First World War had been. Canadian military forces participated in all theatres of the war, though their greatest contributions were in Europe and in gaining control of the North Atlantic. In addition to military forces, Canada also supplied many armaments and foodstuffs for the allies;
- For the US: Americans' sympathy for the British as seen by passage of the Cash and Carry Act in 1939 and the later Lend-Lease Act in 1941. Roosevelt's belief was that what happened to Britain could affect Americans' security; a Europe controlled by Nazi Germany would not only be bad for American trade but it also represented a strategic threat; the naval policies developed by the United States; fight against tyranny; deteriorating relations between the United States and Japan after Japan's attack on China and expansion into Indo-China and, lastly, the attack on Pearl Harbor. The nature of US involvement was massive military, land, air and sea, in Europe, North Africa and Asia. The Lend-Lease Act continued throughout the war as the US outproduced the combined Axis powers and supplied both Britain and the USSR with needed armaments;
- For Brazil, neutrality was the official policy, though trade with the Allies increased and trade with the Axis powers decreased. During the spring and summer of 1942, German submarine warfare was responsible for sinking over 20 Brazilian ships and killing over 1500 people. Public outrage grew and war was declared in August, 1942. Brazil army and air force saw action in Italy; its navy helped to control the South Atlantic. Brazil was also a valuable resource for many strategic raw materials, especially rubber;
- Responses achieving marks in the top bands will provide a clear judgment on both the reasons for, and the nature of, the involvement of one country from the region in the Second World War.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 Latin America (1945–1980)**

27. Discuss the successes and failures of the economic policies of **two** populist leaders in Latin America.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. Candidates can choose any two populist leaders from 1945 to 1980, with popular examples likely to be Vargas in Brazil, Perón in Argentina, and Velasco in Peru.

*Points discussed may include:*

- Many of the populist proposals were accompanied by a nationalist economic discourse. The leader promised economic independence and nationalization of resources. Candidates may discuss some specific measures (petroleum nationalization, expropriation of mines and public utilities) and the success of these measures;
- Another aspect may be the use of a modernizing proposal involving economic renewal. This can be expressed in abandoning traditional economic sectors for rapid industrialization and a series of infrastructure projects. To do so required implementation of new planning institutions and increased bureaucracy;
- Candidates may discuss the establishment of a state based on corporatist principles and how it changed the economic role of government. For example in control, regulate and direct the economy. It can promote the implementation of Import Substitution Industrialization (ISI), increasing import tariffs, protectionist policies or limit foreign investment. In other cases it may be rather an approach to another country as a new investor;
- Another issue discussed may be the development of programmes that offered jobs for the urban poor, promoting better wages, price controls, subsidies and incentives to increase consumption;
- Candidates may discuss policies used to provide a stimulus to the economy;
- Responses achieving marks in the top bands will provide a clear judgment on the successes and failures of the economic policies of two populist leaders in Latin America.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

28. To what extent did the policies of Fidel Castro reinforce the revolutionary spirit and Cuban nationalism?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case knowledge of Castro’s policies, both domestic and foreign, is necessary.

*Points discussed may include:*

- Castro’s domestic policies such as nationalization of US holdings and land reform, as well as his programmes to improve health, education and living conditions could be mentioned;
- Preventing the Bay of Pigs invasion furthered the nationalistic spirit, as well as the continual use of the United States as an enemy to the revolution;
- The revolutionary spirit was reinforced by Castro’s attempts to export the revolution to other Latin American countries. Also, the establishment of Committees for the Defence of the Revolution (Comités de Defensa de la Revolución) within Cuba supported the revolutionary spirit;
- Cuba’s sports teams and their Olympic success increased feelings of nationalism;
- Castro’s elimination of opposition and control of the media as ways to promote the revolution and nationalism;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the policies of Fidel Castro reinforced the revolutionary spirit and Cuban nationalism.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 United States (1945–1980) and Canada (1945–1982)****29. Evaluate the causes and effects of the Quiet Revolution.**

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. In this case, candidates will need to ensure that they are evaluating the causes and effects of the Quiet Revolution, rather than simply giving a narrative of the variety of changes that took place in Canada throughout the 1960s, which can be said to have constituted the revolution.

*Points discussed may include:*

- The phrase “Quiet” or “Silent” Revolution is normally applied to the province of Quebec, rather than the country as a whole. The revolution itself is usually seen as beginning with Lesage in 1960 and ending in the October Crisis of 1970. Candidates may challenge the term “revolution” or even the phrase “Quiet Revolution”, as long as the argument is supported by evidence;
- Candidates may discuss a variety of short- and long-term political, economic and social causes of the revolution. For example: Duplessis’ government was criticized for being reactionary and corrupt while French Canada in the 1950s was growing more urban and less rural; Duplessis’ death in 1959 followed by that of his successor Sauvé; the unpopularity of the Catholic Church (due to its support for the United States in the 1949 Asbestos strike); limited higher educational opportunities; lack of state intervention in social reform; lack of technological development; the rise of Quebec Liberalism; *etc*;
- Some may argue the Quiet Revolution should be seen as part of a wider North American process already underway, and thus the logical evolution of a longer term process;
- Discussion of effects may include: expanded role of the state; greater economic control and legislation; new government departments; implementation of health care reforms in 1971; continued modernization after Lesage; rise of the French middle class; questioning of traditional values; rise in Quebec identity; *etc*;
- Responses achieving marks in the top bands will provide a clear judgment on both the causes of, and effects of, the Quiet Revolution.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

30. Compare and contrast the social policies of any **two** leaders of the United States during the period 1945 to 1980.

Candidates may choose any two leaders of the US from the period 1945–1980, and must examine both the similarities and the differences in their social policies. Some candidates may address political context as the framework of social policies. The US, like most countries, significantly transformed its social characteristics and structure after the Second World War, although with uneven results. Urban areas generally presented significant advantages over rural areas, with few exceptions. Access to employment, education, health services, transportation, housing and gender issues varied.

*Points discussed may include:*

- The Second World War imposed changes to social domestic policies. Democrats and Republicans differed in their approaches, so depth and speed of change varied accordingly;
- Civil rights, employment, inflation and wages, rights of labour and expansion of access to housing, were policies addressed by Truman as a sort of extension of the New Deal legislation;
- Eisenhower: social security, formal integration of the armed forces (begun by Truman), questions of the federal role in education and health care, creation of an interstate highway system were all addressed with different degrees of effectiveness in the end;
- The “New Frontier” was designed and partially developed by Kennedy. His social agenda was initially retaken and continued by Johnson under the title of the “Great Society”: civil rights, attack on poverty, access to health programmes (Medicare and Medicaid), federal aid to education;
- Nixon dedicated his efforts to controlling the federal budget in relation to prices and wages, trying to reform the welfare system, shifting responsibility for some social programmes to the state and local level (revenue-sharing), trying to guarantee minimum income, 18-year-olds got the right to vote and the death penalty was revised;
- Candidates must give an account of the similarities and differences in the social policies of the two leaders selected for discussion, not simply give a description of the features of these policies. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will include a clear judgment on the similarities and differences in the social policies of two leaders of the United States during the period 1945 to 1980.

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### The Cold War and the Americas (1945–1981)

31. Discuss the consequences for the region of Eisenhower’s national security policy.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the consequences for the region of Eisenhower’s national security policy.

*Points discussed may include:*

- Eisenhower’s national security policy was known as the New Look, which meant an increased reliance on nuclear weapons and covert operations. It was the covert operations that had the greatest impact on Latin America;
- In 1954, the CIA helped overthrow the democratically elected Guatemalan government of Jacobo Guzmán, fearing that he had communist leanings. He was replaced with Carlos Armas, who ended land reform, eliminated communists and protected United Fruit’s holdings;
- In 1960, the CIA began training Cuban exiles for the attempted overthrow of Castro in the Bay of Pigs invasion. Though done post-Eisenhower, it was under his administration that the planning began;
- In general, the Eisenhower administration supported anti-communist, non-democratic governments throughout the region regardless of human rights abuses;
- Regarding Canada, Eisenhower’s reliance on massive retaliation and reliance on unilateral decision making were not well received by the Pearson government. Pearson attempted to keep Canadian foreign policy independent of the US;
- Responses achieving marks in the top bands will provide a clear judgment on the consequences for the region of Eisenhower’s national security policy.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

32. Examine the domestic impact of the Cold War on **one** country in the Americas (excluding the United States).

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the focus must be on the domestic impact of the Cold War on a chosen country, not merely a description of the domestic policies of that country. Popular choices for discussion are likely to be Canada or Cuba, but discussion of any country within the region other than the US is acceptable.

*Points discussed may include:*

- The domestic impact will vary depending upon which country is chosen, but expect detailed historical knowledge for the country selected;
- In many Latin American countries, candidates could argue that governments became more repressive in order to eliminate communist movements and to gain support from the United States;
- Candidates might argue the opposite point and suggest communist insurgencies grew as a result of oppressive governments, and that after the success of Castro, the USSR was more active in the region;
- For Canada, the domestic impact could include increased defence spending, a fear of being dominated by the United States, and, at the same time, closer cooperation with the United States;
- Responses achieving marks in the top bands will provide a clear judgment on the domestic impact of the Cold War in the country selected for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 post-1945

33. Evaluate the impact of US Supreme Court decisions on ending segregation in education between 1955 and 1965.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the impact of US Supreme Court decisions on ending segregation in education between 1955 and 1965.

*Points discussed may include:*

- Many answers will use the *Brown vs Board of Education of Topeka* case as a foundation for the discussion, but other court decisions may be used to supplement or expand on the impact of the court in this area;
- Examples of court cases that may be considered include: *Brown II*; *Aaron vs Cooper*; *Griffin vs County School Board of Prince Edward County*;
- Examples that could be discussed include: states' attempts to either ignore the decisions or rewrite their laws to circumvent the decisions of the Court; the Southern Manifesto issued by members of Congress; attempts by state politicians to block African American students from attending previously all-white public schools;
- Candidates should be mindful of the question's time frame and address events from within that period;
- Candidates should avoid exaggerating the degree of immediate integration stemming from these landmark cases;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of US Supreme Court decisions on ending segregation in education between 1955 and 1965.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.



**34.** Examine the reasons for the rise of feminist movements in the Americas post-1945.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the question only asks for reasons for the rise of feminist movements, not about any successes the movements might have had. Candidates are likely to discuss movements in the United States, Canada and Argentina, but feminist movements in any countries in the region are acceptable.

*Points discussed may include:*

- Reasons will depend upon the countries chosen for discussion. For whichever countries are chosen common reasons could be involvement in the Second World War, both abroad and at home, increased presence in the workforce yet unequal pay, gaining the right to vote, the existence of other civil rights movements and sexism;
- For the United States, candidates might include the publication of *The Feminine Mystique* by Betty Friedan and the emergence of the National Organization for Women;
- For Canada, certain court rulings, such as in the Murdoch and Lavell cases, which deprived women of their rights could be seen as catalysts. The 1970 report from the Royal Commission on the Status of Women might also be mentioned;
- For Latin America, reasons will depend upon the countries chosen for discussion, but may, for example, include reasons such as women's participation in revolutionary movements;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the rise of feminist movements in the region post-1945.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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 Americas (1980–2005)**

35. Discuss the impact on the region of the foreign policy of Ronald Reagan between 1981 and 1988.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. In this case candidates must focus their discussion of the impact of Ronald Reagan’s foreign policy on the region, not simply outline the main features of his foreign policy.

*Points discussed may include:*

- Reagan began his presidency determined to restore the military might and superpower prestige of the United States and to intensify the Cold War competition with the Soviet Union. He labelled the Soviet Union “the Evil Empire” and took a hard line stance against communism, including in Latin America;
- Increased spending for defence and aid to anticommunist forces in Latin America were the hallmarks of Reagan’s approach to the Cold War;
- In Central America, Reagan supported “friendly” right wing dictators, such as in El Salvador and Guatemala and worked to overthrow Marxist regimes such as the Sandinistas in Nicaragua. Reagan covertly supported the Contras in their attempt to displace the Sandinistas. In Grenada, Reagan sent in US troops to crush an alleged communist uprising;
- In other Latin American countries, such as Honduras, Bolivia and Argentina, Reagan attempted to help in a restoration of democracy;
- Regarding Canada, relations improved during Reagan’s presidency as Prime Minister Mulroney tended to agree with most of Reagan’s views;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of Ronald Reagan’s foreign policy on the region during the period 1981–1988.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners 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**.

36. Evaluate the key successes and failures of the Mulroney governments in Canada between 1984 and 1993.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. The successes and failures of Mulroney’s governments are debatable as what one person might see as a success, another might see as a failure.

*Points discussed may include:*

- Mulroney led the Conservatives to an historic victory in 1984, capturing 211 seats in the House of Commons and ending years of liberal rule, but by the end of his administration, the Conservatives were soundly defeated;
- He campaigned on improving the Canadian economy, lessening government regulation and resolving the Quebec issue (ratification of the repatriated constitution “Canada Act” 1982);
- Mulroney established closer ties with the United States and was able to get the Canada–US Free Trade Agreement in 1988 and later NAFTA in 1992;
- He replaced the Manufacturers’ Sales Tax with the Goods and Services Tax, and ended the National Energy Policy;
- Economic growth occurred during his first term, but declined quickly during his second, increasing the national debt he had promised to lower;
- The Canadian Multiculturalism Act of 1988 protected the languages of New Brunswick, while the Nunavut Act of 1993 helped create another Canadian territory and resolve some First Peoples issues;
- His attempts at resolving the Quebec issue failed as the Meech Lake Accord of 1987 and the Charlottetown Accord of 1992 were rejected;
- Candidates might also mention Canadian participation in the First Gulf War in 1991, the passage of environmental laws and an acid rain agreement with the United States, as well as the scandals that marred Mulroney’s second term;
- Responses achieving marks in the top bands will provide a clear judgment on the key successes and failures of the Mulroney governments in Canada during the period.

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