

Markscheme

May 2025

History

Higher level

Paper 3 – history of the Americas

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Apply the markbands that provide the “**best fit**” to the responses given and **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 (for example, 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. Responses that offer good coverage of some of the criteria should be rewarded accordingly.

Marks	Level descriptor
13–15	• 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. • 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. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • 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.
10–12	• 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. • 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. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	• 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. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	• 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. • 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. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	• Response does not reach a standard described by the descriptors above.

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

1. Compare and contrast the political organization of empires and confederations in pre-Columbian Americas.

The question requires that students give an account of the similarities and differences between empires and confederations in pre-Columbian Americas in terms of their political organization referring to both throughout. There does not need to be an equal number of similarities and differences. Students may answer these questions through a case-study approach or may use a variety of examples to illustrate their arguments. It is important to recognize that empires and confederations varied across different regions and time periods in pre-Columbian Americas, thus arguments may be specific to selected cases. Still, students may generally argue that the political organization of empires, such as the Inca and the Aztecs, was more hierarchical and centralized. They may also suggest that more efficient top-down administrative systems enhanced control and greater stability. Students may also compare and contrast empires and confederations' political organization in terms of their ability to integrate conquered populations, arguing upon the greater efficacy of empires' territorial expansion through indirect rule. Contrarily, they may argue that the autonomy of political units within confederations, such as the Maya, demanded cooperation but allowed for the retaining of local identities. Other confederations include the Iroquois or the Powhatan Confederacies. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the influence of nature on the religions of two indigenous societies.

The question requires that students consider the interrelationship between nature and religion, deriving evidence of two indigenous societies in pre-Columbian Americas. Students may examine the interconnections between gods and goddesses and various natural elements and forces, arguing that pre-Columbian Americas civilizations considered the divine realm and nature as inseparable. They may illustrate with deities that were inspired by the natural realm, such as Quetzalcoatl or Tlaloc. They may examine the interconnections between religious rituals and ceremonies and agriculture, through which the gods such as rain and fertility were honoured to ensure prosperity. Or they may consider the influence of natural landscapes and geographical features that were considered sacred by pre-Columbian Americas civilizations, for example the cenotes. Other relevant interrelationships may be considered, for example by analysing the significance of calendars to establish interconnections between nature and religion. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. “Manco Inca’s treatment by the Spanish was the main reason for his rebellion.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Manco Inca’s refusal to accept Spanish control was the main reason for his rebellion. Manco, one of the sons of Huayna Capac, was crowned King of the Incas by the Spanish in 1533. Students may support the statement considering as reasons for his rebellion the robbery of his house by the Spanish, the constant threats he received to deliver more gold and silver, the taking of his wife by Gonzalo Pizarro, and the physical abuses applied upon him. Other relevant factors may be addressed, for example, the changes introduced by the Spanish that were destabilizing the native society. Students may challenge the statement stating that Manco Inca was a compliant ally of the Spanish without whose collaboration he could not have been crowned Inca. They may also argue that he proved himself loyal fighting alongside the Spanish against other native communities that were in open revolt. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Discuss the importance of conflicting land claims leading to the Treaty of Tordesillas (1494).

The question requires that students offer a considered and balanced review of the importance of conflicting land claims in the signing of the Treaty of Tordesillas (1494). The treaty, signed between the Catholic monarchs of Spain and King John II of Portugal, established a demarcation line between the two crowns. Students may consider the conflicting land claims after the discovery of the Americas. Since Columbus sailed representing the Spanish Crown, King Fernando de Aragón and Queen Isabel de Castilla claimed these new lands for themselves and petitioned the support of Pope Alexander VI. Students may also consider other conflicts between Spain and Portugal, like those around the Canary Islands and Cape Verde. This last conflict ended with the peace treaty of Alcáçovas-Toledo, a first attempt to divide geographical areas for both kingdoms. Students may also consider the importance of the rivalry with other European states over lands, navigation, and trade routes in the Americas, especially with France and England who were at the same time expanding their domains. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

3: Colonial government in the New World (1500–1800)

5. Evaluate the economic and political impact of the Bourbon Reforms on **one** viceroyalty.

The question requires that students make an appraisal of the economic and political impact of the Bourbon Reforms on one viceroyalty. Students may offer equal coverage of economic and political impact, or they may prioritize their evaluation of one above the other. However, both aspects will be a feature of the response. Students may consider factors that prompted the need for the Bourbon Reforms in their chosen viceroyalty, for example administrative restructure and the creation of new centralized institutions as well as tensions between local and colonial authorities. Students may evaluate economic effects of the Bourbon Reforms regarding taxes, trade policies and other local regulations. Students may evaluate positive outcomes regarding infrastructure, income, productivity and colonial control, as well as negative outcomes such as exploitation of indigenous populations, social unrest and the rise of desires for autonomy/independence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast the viceroyalty system in Spanish America and the captaincy system in Portuguese America.

The question requires that students give an account of the similarities and differences between the viceroyalty system in Spanish America and the captaincy system in Portuguese America, referring to both throughout. There does not need to be an equal reference to each. Students may compare political motivations that brought about both systems, the structure and organization of the viceroyalty system including bodies and figures such as Audiencias, Viceroy and contrast the extent of centralization and control for both. Students could also compare key functional aspects of both systems in terms of economic productivity, social stability and governance. Contrasting factors could include cultural influences, economic structures and the colonial legal framework. Students' opinions or conclusions will be clearly presented and supported by appropriate evidence.

4: Religion in the New World (1500–1800)

7. To what extent were religious orders in Spanish and Portuguese America a significant challenge to government authority?

The question requires that students consider the merits or otherwise of the suggestion that religious orders in Spanish and Portuguese America were a significant challenge to government authority. Students may offer equal coverage of Spanish and Portuguese America, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Students may consider the autonomy of religious orders, such as the Franciscans, Dominicans, and Jesuits, who operated with great independence often posing a challenge to government authority. They may also argue that the accumulation of wealth by religious missions or their advocacy for the rights and protection of the indigenous peoples contributed to conflict with government authorities. Still, they may counterargue, suggesting that the challenge posed by religious orders was not significant, as colonial governments managed to keep them in place, as evidenced by the suppression of the Jesuits. They may also claim that religious orders collaborated with governments serving as advisors or diplomats, thus accepting authority. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "The social impact of the Great Awakening was more significant than its political impact." Discuss.

The question requires that students offer a considered and balanced review of the statement that the social impact of the Great Awakening was more significant than its political impact. Consideration of impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of social and political impacts, or they may prioritize their discussion of one. However, both aspects will be a feature of the response. Students may discuss the significance of its social impact considering its push towards religious pluralism, which encouraged the growth of new religious groups. They may also argue that it promoted social equality and contributed to the formation of social movements, such as the abolitionist movement, and towards educational reform, with the foundation of several colleges. Nevertheless, students may argue that the political impact was more significant as it institutionalized social changes and made them long-lasting. For example, many colonies enacted policies that protected religious freedom and the separation of church and state. Furthermore, social mobilization was later incorporated into political discussions surrounding the American Revolution and the establishment of a new nation. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

5: Slavery and the New World (1500–1800)

9. To what extent were colonial rivalries the main reason for the establishment of the *asiento* system?

The question requires that students consider the merits or otherwise of the suggestion that colonial rivalries were the main reason for the establishment of the *asiento* system. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may consider elements of the general background to European alliances and rivalries, such as those between the Spanish, English and the French. They may also consider the Spanish, English and French attempts to use the slave trade to gain advantage over rivals in their colonial expansion. Consideration of the role of the *asiento* as it relates to economic and political efforts to maintain dominance over their respective competitors may also be discussed. Other relevant factors may be considered, for example, the economic impact of the slave trade, the Treaty of Utrecht and adaptations to the *asiento* system based on military events and diplomatic negotiations but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the impact of **one** slave rebellion on the development of slavery in British America.

The question requires that students make an appraisal of the impact of one slave rebellion on the development of slavery in British America. Students may offer equal coverage of aspects that made their chosen rebellion impactful and aspects that did not. Students may consider short term consequences in the treatment of slaves, slave codes and the slave trade. Students may also consider long term consequences in public opinion regarding slavery and the legacy of their chosen rebellion in the history of resistance in British America. Rebellions relevant to the era up to 1800 include The Servants' Plot (1663), The New York Slave Revolt (1712), the Stono Rebellion (1739) and Gabriel's Rebellion (1800). Rebellions that are post-1800 and therefore lack relevance include the Denmark Vesey Rebellion (1822) and the Nat Turner Rebellion (1831). Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6: Independence movements (1763–1830)

11 TZ1. Compare and contrast the independence processes of **two** Latin American countries.

The question requires that students give an account of the similarities and differences between the independence processes of two Latin American countries, which may include factors leading to independence and/or challenges faced during the early years. Students may point to similar colonial grievances that two Latin American countries shared under the Spanish or Portuguese empires, including limitations on trade and economic development and restrictions on political and civil liberties. They may also consider differences in terms of restrictions for each independence process. Students may also argue that the independence processes of countries around Latin America were similarly fostered by the ideas of the Enlightenment or facilitated by foreign intervention. They may refer to the fact that the independence of colonies under Spanish rule was generally marked by conflict, including wars of independence, while Brazil's path to independence was relatively peaceful. Students may compare and contrast the role of influential military leaders in the independence processes or how the nature of colonial rule impacted on the independence processes and challenges that ensued. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

11 TZ2 & 3. Compare and contrast the factors that led to the independence of the United States and **one** Latin American country.

The question requires that students give an account of the similarities and differences between the United States and one Latin American country in terms of the factors that led to their independence, referring to both throughout. There does not need to be an equal reference for each. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may argue that the independence process for both the USA and Latin America was fostered by the ideas of the Enlightenment and facilitated by foreign intervention. Students may also point to similar colonial grievances that the USA and one Latin American country shared, including high taxation, limitations on trade and economic development, and restrictions on political and civil liberties, they may also consider differences in terms of restrictions for each independence process. Students may compare and contrast the role of influential leaders in promoting independence. For example, George Washington in the United States and Simón Bolívar in Venezuela emerged as influential leaders who articulated a vision for independence and successfully mobilized the population towards the cause. Nevertheless, their actions and significance in the attainment of independence of their nations varied, and students may delve into these differences. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12 TZ1. “The Monroe Doctrine was established because of American self-interest.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Monroe Doctrine was established because of American self-interest. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of American self-interest and other motivations, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. To support the statement, students may suggest that the United States sought to assert itself in the international arena and gain regional influence. Students may also refer to U.S. economic interests in the region as motivation for the issuing of the Doctrine, for example trade opportunities, access to Latin American natural resources, and participation in Latin American infrastructure. To counter-argue, students may refer to the Monroe Doctrine as an expression of anti-colonialism, in a context in which Latin American nations were seeking independence from the colonial rule of Spain and Portugal and welcomed its issuing as a declaration of solidarity against European colonialism. Other relevant factors may be addressed, such as fear or protection, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12 TZ2 & 3. “Anti-colonialism was the main motive for the declaration of the Monroe Doctrine.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that anti-colonialism was the main motive for the declaration of the Monroe Doctrine. Motives may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of anti-colonialism and other motivations, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. To support the statement, students may consider the context in which Latin American nations were seeking independence from the colonial rule of Spain and Portugal. Students may examine the language of the Monroe Doctrine, which asserted that European colonization or further colonization of the Americas would be viewed as a hostile act; they may also consider Latin American reactions which welcomed the Doctrine as a declaration of solidarity against European colonialism. To counter-argue, students may refer to the Monroe Doctrine as motivated by self-interest, with the U.S. seeking to assert itself in the international arena and gain regional influence; or attain economic gain. Other relevant motives may be addressed, such as fear or protection, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

7: Nation-building and challenges (c1780–c1870)

13. Evaluate the importance of the reasons why **one** caudillo came to power in Latin America.

The question requires that students evaluate the importance of the reasons why one caudillo came to power in Latin America. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of personal attributes and social-political context, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Students may evaluate the importance of charisma, leadership and successful military campaigns of their chosen caudillo. Students may also consider non-personal factors, such as political instability, intervention by foreign powers and nationalism. Other relevant reasons may be considered, for example the country's economic situation, but with a focus on the issue in question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent was the Mexican-American War (1846-1848) caused by US interests?

The question requires that students consider the merits or otherwise of the statement that the Mexican-American War was caused by US interests. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of US and Mexican interests, or they may prioritize their assessment of US interests. However, both aspects will be a feature of the response. Students may consider the importance of US interests, such as American foreign policy, expansionism, Manifest Destiny, and the Monroe Doctrine. Students may also consider the importance of causes such as Mexican politics, centralist policies, instability in northern Mexico and general political instability. Students may also consider the importance of the annexation of Texas, the controversy surrounding its independence from Mexico and the role of slavery in the annexation. Other relevant factors may be addressed, for example the condition of the US and Mexico before the war as well as the influence of American foreign policy compared to Mexican politics in the conflict, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8: US Civil War: causes, course and effects (1840–1877)

15 TZ1. “Southern arguments for slavery were mostly focused on economic factors.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that, Southern arguments for slavery were mostly focused on economic factors. Students may offer equal coverage of economic arguments in support of slavery and other, non-economic arguments, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may refer to the argument that the cotton-based Southern economy could not survive if based on wage labour and also the claim that Northern textile mills were dependent on raw cotton and the Northern economy would fail if slavery were ended. Other relevant factors may be addressed, for example, the argument that Christianity was used both to justify slavery and to pacify slaves as well as the property rights argument that slaves were chattel, conferring absolute ownership over slaves and their progeny. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

15 TZ2. “Political factors were more important than economic factors in causing the US Civil War.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that political factors were more important than economic factors in causing the US Civil War. Students may offer equal coverage of political and economic factors, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may refer to the political balance of power issues between the North and South which led to the failed compromises of the 1850s, the political divisiveness of the Dred Scott decision and the Southern reaction to the election of Lincoln in 1860 which they perceived as a threat to their political power. Students may argue the importance of economic issues, for example, the ‘soil exhaustion’ theory that the South could not economically survive without the expansion of slavery and the inherent conflict between an agrarian economy in the South and the North’s emerging industrial and market-based economy. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

15 TZ3. To what extent was the presidential election of 1860 a major cause of the US Civil War?

The question requires that students consider the merits or otherwise of the suggestion that the presidential election of 1860 was a major cause of the US Civil War. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to the fact that Lincoln, as a Republican, was not on the ballot in most Southern states, indicating their rejection of the Republican platform. Lincoln was seen, inaccurately, as an abolitionist threatening the South’s economic and cultural system and thus the election led directly to the acts of secession by Southern states and, ultimately, war. Other relevant factors may be addressed, for example that the crisis events of the 1850s including ‘Bleeding Kansas’ and the Dred Scott decision created a climate for war and that the failure of political leadership, both in Congress and the Buchanan presidency, made war inevitable, but with a focus on the issue in the question. Students’ opinions or conclusion will be presented clearly and supported by appropriate evidence.

16 TZ1. Evaluate the significance of battles or military campaigns to the outcome of the US Civil War.

The question requires that students consider the significance of battles or military campaigns to the outcome of the US Civil War. Students may offer equal coverage of battles and military campaigns, or they may prioritize their examination of either. Students may refer to the battle of Antietam as having provided a Northern ‘victory’ that Lincoln used to justify issuance of the Emancipation Proclamation, or the battle of Gettysburg as having ended any major threat of a Southern offensive into Northern territory. The significance of other battles or campaigns may be evaluated, for example the campaign to divide the South by seizing control of the Mississippi River symbolized by the Vicksburg siege or Sherman’s ‘March to the

Sea’ destroying Southern infrastructure and morale. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16 TZ2. “Presidential plans for Reconstruction were more successful than Congressional plans.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that, Presidential plans for Reconstruction were more successful than Congressional plans. Students may offer equal coverage of Presidential plans and Congressional plans, or they may prioritize either. However, both aspects will be a feature of the response. Students may refer to Lincoln’s ‘10 percent plan’ that sought to quickly unify the country and its potential for success had Lincoln not been assassinated or they may explore President Johnson’s limited political skill and failed efforts to modify and implement Lincoln’s plans. Other relevant factors may be considered, for example the success of Congressional Republicans in establishing the 13th, 14th and 15th amendments to protect civil rights for freedmen or their subsequent failure to advance economic opportunity for freedmen and the abandonment of Reconstruction after the 1876 election. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16 TZ3. “Reconstruction was a political success but an economic failure.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that, Reconstruction was a political success but an economic failure. Students may offer equal coverage of political and economic outcomes, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may refer to the political restoration to the Union of the former Confederate states under both presidential and Congressional reconstruction guidelines and the adoption of the 13th, 14th and 15th amendments protecting the civil rights of freedmen. However, enforcement was limited due to Southern resistance and gradual loss of political support for reform. Discussion of the extent to which Reconstruction was an economic failure may address, for example, the economic failure to assist freedmen by allowing sharecropping, crop-lien and convict labour systems to perpetuate economic servitude, or the ‘success’ of cotton production quickly returning to pre-war levels. Students’ opinions or conclusions will be presented clearly and supported with appropriate evidence.

9: The development of modern nations (1865–1929)

17 TZ1. Evaluate the impact of “indigenismo” in **two** countries of the Americas.

The question requires that students evaluate the impact of “indigenismo”, weighing up its positive and negative aspects in **two** countries of the Americas. “Indigenismo” was a cultural, social, and political movement from the early 20th century that denounced the exploitation of indigenous people and their cultures. It encompassed a wide range of artistic expressions, as well as a number of government policies. Students may evaluate the impact of “indigenismo” in political parties, as well as the policies carried out by different governments to improve the socio- economic situation of indigenous peoples, such as the case of Mexico where it was closely linked to nationalism and was a component of nation-building. They may also consider the impact of “indigenismo” in other contemporary ideological trends, such as the example of Peru where it was associated with the APRA movement and stood for the nationalization of foreign enterprises. As part of their responses, students may also evaluate the impact of the works of a number of intellectuals who studied “indigenismo” like Mariátegui, Jaramillo Alvarado, Castro Pozo and Vasconcelos. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

17 TZ2 & 3. Evaluate the impact of liberalism in **two** countries of the Americas.

The question requires that students evaluate the impact of liberalism, weighing up its positive and negative aspects in **two** countries of the Americas. Liberalism was dominant in the Americas during most of the 19th century and early 20th century accompanying the establishment of modern nations. Students may evaluate the impact of liberal ideas considering how the new states dealt with a number of political and institutional challenges such as the need for a written constitution, nature of political authority, respect for individual rights, separation of powers, projects for public education, treatment of minorities, and new foreign relations. They may also consider the impact of the competition between liberalism and conservative reactions that sought for gradual change and the preservation of traditional hierarchies and privileges. Students may also evaluate the impact of liberalism on religious institutions and ideas. As part of their responses, students may refer to examples of liberal intellectuals and/or public figures that emerged from the political and legal practice and expressed their views in constitutions, legal commentaries, pamphlets and newspapers. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18 TZ1. “Theodore Roosevelt’s economic policies had only limited success.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Theodore Roosevelt’s economic policies had only limited success. Students may support the statement arguing that Theodore Roosevelt was considered responsible for economic distress and for undermining consumer confidence since many of the measures put in place during his administration increased the rates of services and goods. They may also consider the financial troubles that hit the United States when the Knickerbocker Trust Company failed, affecting many banks. Students may challenge the statement considering that Theodore Roosevelt’s policies successfully targeted crucial problems such as monopolies in railroads, food, oil, and tobacco. Other successful policies carried out by Theodore Roosevelt were the creation of the Bureau of Corporations to investigate business practices and to establish the supremacy of the federal government in the industrial field, the National Reclamation Act that started a federal program of irrigation and development in the West; and the actions taken to put natural resources available for exploitation under national supervision. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18 TZ2 & 3. “There is little doubt that Wilfrid Laurier successfully ended the conflict between French and British Canadians.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that there is little doubt that Wilfrid Laurier successfully ended the conflict between French and British Canadians. Students may support the statement considering that Wilfrid Laurier, the prime minister of Canada between 1896–1911, was known as "the Great Conciliator" due to his pursuit of national unity. They may argue that Wilfrid Laurier looked for cooperation between French and English-speaking Canadians while he strove to keep Canada as independent as possible from Britain. When Britain required Canadian military support, Wilfrid Laurier sought a middle ground deciding to send volunteer forces and passing the Naval Service Act to create Canada's own navy. Students may challenge the statement considering that Wilfrid Laurier's focus as prime minister was on the country's development rather than any other social issues. They may also consider that many French Canadians felt their minority rights as Catholics were not protected, especially after the signing of the Laurier-Greenway agreement that revoked separate schools, and the agreement to help defray the costs of transportation and material of Canadians wishing to fight for Britain in the South African War. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19 TZ1. Discuss the reasons why President Wilson failed to achieve ratification of the Treaty of Versailles in the US Senate in 1919.

The question requires that students offer a considered and balanced review of the reasons why President Wilson failed to achieve ratification of the Treaty of Versailles in the US Senate in 1919. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of personal and political reasons, or they may prioritize their discussion of political reasons. However, both aspects will be a feature of the response. Students may refer to Wilson's vision of peace as expressed in the 14 points in contrast to Republicans demand for Germany's unconditional surrender. Students may refer to US lawmakers attempts to intervene in the negotiators of the Treaty and their stance on protecting US interests. Students may also refer to Wilson's health issues hindering his ability to engage with public opinion. Students may address discussion in the Senate, leading to the assertion of reservations and amendments that ultimately killed the Treaty. Other relevant factors may be considered, for example Wilson's personal rivalry with Republican Senator and main opponent Henry Lodge but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

19. TZ2 & 3. Evaluate the significance of the Spanish-American War (1898) in the Americas.

The question requires that students evaluate the significance of the Spanish American War in the Americas. Consequence/results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to general background on the Spanish-American War, increased patriotism and social, cultural and economic impact. Students may evaluate the significance of new occupied territories and controversies over occupation's impact. Students may evaluate the significance of military spending, industrial development, foreign policy and anti-imperialism protests. Other relevant effects may be considered, for example the effects of the war on the 1900 presidential election in the US, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20 TZ1. Evaluate the involvement of **one** country of the Americas in the First World War (except the US).

The question requires that students make an evaluation of the involvement of one country of the Americas in the First World War, except for the US, weighing up the strengths and limitations or otherwise of their chosen country's involvement. Students may offer equal coverage of military, economic and diplomatic involvement, evaluating the extent of commitment, or they may prioritize their evaluation of one over the others depending on the chosen country. However, several aspects will be a feature of the response. Students may consider the general context of the war when their chosen country joined, evaluating their prior treaties and alliances. Students may consider their chosen country's foreign policy and decision to participate along with the relationship with belligerent countries. Other relevant factors may be addressed, for example their chosen countries influence in the decisions of other participants but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20 TZ2 & 3. Compare and contrast the impact of the First World War on **two** countries of the Americas.

The question requires that students give an account of the similarities and differences in regard to the impact of the First World War on two countries of the Americas referring to both throughout. There does not need to be an equal number of each. Consideration of impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may offer a general overview of the chosen countries' participation in the First World War. Students may compare and contrast the economic impact of the First World War on both countries. Students may refer to social impact on both countries in terms of migration, race issues, and the growth of nationalism. Students may contrast the foreign policy

and general effects of the military intervention of both countries. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

11: The Mexican Revolution (1884–1940)

21 TZ1. Evaluate the factors that led to growing discontent with the rule of Porfirio Diaz.

The question requires that students evaluate the factors that led to growing discontent with the rule of Porfirio Diaz, weighing up their importance. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to the longevity of Diaz’s rule, leading to dissatisfaction with the concentration of power, which was perceived as autocratic. Students may illustrate with reference to authoritarian tactics that included the use of violence, electoral fraud and the curtailing of political freedoms. Students may also refer to economic inequality, arguing that the benefits derived from economic growth during the Porfiriato were concentrated among a restricted elite, and suggest that land concentration specifically raised resentment among peasant communities. Students may also argue that foreign intervention in economic and political affairs contributed to the rise of nationalist feelings. Other relevant factors may be considered, for example the emergence of opposition leaders, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

21 TZ2 & 3. Discuss the effectiveness of Porfirio Diaz’s methods to establish political control.

The question requires that students offer a considered and balanced review of the effectiveness of Porfirio Diaz’s methods to establish political control. Discussion of effectiveness may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may discuss the repressive and illiberal nature of Diaz’ methods to establish political control, describing policies that involved the use of violence to deal with opposition. Students may argue that this method brought stability to Mexico, but also suggest that lack of democratic opportunity led to the organization of political opposition in the long term. They may also consider the social impact of repression, leading to censorship of literature and arts. Students may also refer to the centralizing nature of actions to co-opt the support of the country’s economic elites, including industrialists, landowners, and foreign capitalists. They may argue that while these allowed for economic growth and modernization, social inequality and economic foreign dependency persisted and ultimately led to revolution. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22 TZ1. “The Mexican Revolution resulted in more failures than successes between 1910 and 1917.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Mexican Revolution resulted in more failures than successes between 1910 and 1917. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of successes and failures, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Students may consider the political failures of the period, analyzing the violence and factionalism that resulted from Diaz’s overthrow. Students may consider economic failures, arguing that the revolution disrupted economic activity, particularly in rural areas. Students may also consider social failures, arguing that full land reform was never achieved, and that economic inequality persisted. Still, students may consider political successes, discussing the end of the Porfiriato as an achievement in itself and also evaluating the changes proposed by the 1917 Constitution, which included land reform, labor rights, and social justice. Students may also consider socio-economic successes of the revolution during 1910-17, arguing that the revolution brought about significant land reform; or refer to cultural achievements. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22 TZ2 & 3. Evaluate the achievements of Lazaro Cardenas between 1934 and 1940.

The question requires that students make an appraisal of Lazaro Cardenas’ rule between 1934 and 1940, weighing up the extent of his achievements. Evaluation of achievements may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of

successes and failures, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Students may evaluate Cardenas' attempts to extend land reform and implement significant labour reforms. Students may also evaluate the economic achievements of policies that aimed at greater sovereignty, including the nationalization of the oil industry. Cardenas' education and social policies, which aimed at expanded access and improvement of living conditions may also be evaluated. Following these lines, students may evaluate the success of rural infrastructure projects, including roads, schools, and healthcare facilities. Politically, students may evaluate the results of actions which led to consolidating the Institutional Revolutionary Party (PRI) as Mexico's dominant political party. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23 TZ1. “Political factors were the most significant cause of the Great Depression in the Americas.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that political factors were the most significant cause of the Great Depression in the Americas. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of political and other causes, or they may prioritize their assessment of political factors. However, both aspects will be a feature of the response. Students may offer a general explanation of the importance of the Great Depression and the root causes. Students may refer to the stock market crash of 1929, speculation, the banking system and credit. Students may refer to the decline of the agricultural sector as a potential economic cause. Students may refer to limited government intervention and monetary policy. Other relevant factors may be addressed, for example the declining international trade, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

23 TZ2 & 3. “Criticism of the New Deal came almost entirely from the Republican Party.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that criticism of the New Deal came almost entirely from the Republican Party. Students may offer equal coverage of Republican and Democratic criticism, or they may prioritize their assessment of Democratic criticism to challenge the statement. However, both aspects will be a feature of the response. Students may offer a general explanation of the New Deal. Students may refer to conservative concern that individual liberties would be limited with the expansion of government power. Students may refer to corporate interests against the New Deal and implications within both political parties. Students may refer to division within the Democratic Party, anti-New-Deal public discourse and media outlets. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24 TZ1. Evaluate the impact of the Great Depression on **one** Latin American country.

The question requires that students evaluate the impact of the Great Depression on one Latin American country. Causes/reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Consideration of impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of socio-political and economic impact, or they may prioritize their evaluation of economic impact. However, both aspects will be a feature of the response. Students may refer to a general overview of the Great Depression. Students may consider the economic context and crisis management of their chosen country. Students may consider political responses and social and cultural impact. Other relevant factors may be addressed, for example the impact of foreign relations and trade policy on the country selected by the student, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24 TZ2 & 3. “The Great Depression had a mostly positive impact on women by 1939.” With reference to **one** country of the Americas, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Great Depression had a mostly positive impact on women by 1939. Consideration of impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of socio-political and economic impact, or they may prioritize their assessment of socio-political impact. However, both aspects will be a feature of the response. Students may consider economic hardships experienced by women, the growth of activism and the creation of women’s organizations dedicated to solving economic hardship. Students may consider the role played by labour movements and notable strikes of women workers. Students may consider government policies enacted to influence the

participation of women in politics and the economy. Other relevant factors may be addressed, for example the role played by notable public figures as well as the state of the Women's Suffrage Movement depending on their chosen nation, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

13: The Second World War and the Americas (1933–1945)

25 TZ1. Evaluate the reasons why countries in the Americas followed a policy of neutrality towards events in Europe and Asia up to 1942.

The question requires that students evaluate the reasons why countries in the Americas followed a policy of neutrality towards events in Europe and Asia up to 1942. Students may argue that American countries remained neutral in an attempt to avoid being attacked and as a way to guarantee that their resources will not be compromised. Neutrality was also beneficial to maintain trade relations with European powers from both sides of the conflict. However, some neutral countries still helped or rallied behind one side or the other allowing for the improvement of their military industry. This was the case of the United States that remained neutral for more than two years while also offering supplies to the Allies. Students may also argue that, in some cases, neutrality was the consequence of partitions within political parties and armed forces that supported one side or the other. Furthermore, many countries in the Americas endured economic crisis, had scarce population and lacked enough resources, all of them reasons to remain neutral. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

25 TZ2. "The events in Europe and Asia reinforced cooperation among countries in the Americas." Discuss.

The question requires that students offer a considered and balanced review of the statement that the events in Europe and Asia reinforced cooperation among countries in the Americas. Students may support the statement considering that even when most countries in the Americas were officially neutral, once the United States entered the war many of them cooperated providing resources and military help to the Allies, an action that also contributed to reinforce continental cooperation. Moreover, the events in Europe disrupted trade routes and cancelled European imports and investments allowing for the development of local industries, and the signing of new treaties among countries in the Americas. The growing presence of United States enterprises also contributed to strengthen cooperation. Students may challenge the statement considering that a number of countries of the Americas, (e.g. Argentina and Chile), that maintained a neutral position well into the war were actually supporters of the Axis Powers. Their refusal or delay in declaring war to the Axis led to diplomatic conflicts that harmed possible cooperation. Students may also argue that the events in Europe and Asia did not strengthen a true cooperation but reinforced United States' presence in the region. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

25 TZ3. "Franklin D. Roosevelt's Good Neighbor policy was mostly beneficial for countries in the Americas." Discuss.

The question requires that students offer a considered and balanced review of the statement that Franklin D. Roosevelt's Good Neighbor policy was mostly beneficial for countries in the Americas. The Good Neighbor Policy was established in 1933 with the aim of maintaining peace and stability in the region, stressing non-intervention. Students may support the statement by referring to the removal of United States' forces from Nicaragua (1933) and Haiti (1934). The Good Neighbor Policy also led to the ratification of the United States' Treaty of Relations with Cuba, cancelling the Platt Amendment and withdrawing United States' troops from the island. They may also argue that the Good Neighbor policy improved trade relations and collaboration among countries facing World War Two. Students may challenge the statement considering that United States' anti-Communist policies led to distrust in the Americas and to a gradual lapse of the Good Neighbor Policy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26 TZ1. "The Second World War had limited impact on women in the Americas." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Second World War had limited impact on women in the Americas. Students may support the statement considering that since most countries in the Americas maintained a neutral position the war had minimum impact on the population, including women who were not subject to attacks, exploitations and/or relocations. They may also argue that even in those cases where women were invited to take part in new jobs and activities to replace the absence of men this had limited long-term impact and, once the conflict ended, many women often went back to their traditional domestic roles. Students may challenge the question considering women were instrumental in the war effort in some countries of the region. Women not only got into new jobs, but also volunteered with the Red Cross and served in women's auxiliary sections created for every branch of the military. Students may also argue that the experiences women gained during the war helped to raise awareness about their economic and political rights. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26 TZ2. "The Second World War had limited impact on minorities in the Americas." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Second World War had limited impact on minorities in the Americas. Students may support the statement considering that since most countries in the Americas maintained a neutral position the war had minimum impact on the population, including minorities. They may also argue that many of the difficulties suffered by minorities were not linked to the Second World War and preceded the conflict. Students may challenge the statement referring to those cases where minorities were impacted by the conflict. In the case of African-Americans, those who served in the armed forces faced racism and were segregated in separate units. Students may also refer to the experiences of Japanese-Americans that were suspects of treachery and confined. Korean Americans, often mistaken for Japanese, were also victims of racism. On the other hand, it can also be argued that Chinese-Californians and Mexican-Americans gained respect because of their participation against the Axis Powers. Students may also consider that the needs of defence industries opened new opportunities to workers from minorities to tighten their contacts with other communities. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26 TZ3. Evaluate the impact of conscription during the Second World War in the Americas.

The question requires that students evaluate the impact of conscription during the Second World War in the Americas. Students may evaluate the impact of conscription in those countries that required all men to be selected, trained, and serve in the war. This could incite opposition from part of the population, weakening the governments. They may also consider the negative impact that conscription had in manufacturing and agricultural production since most men were sent to the war. On the other hand, students may argue that most countries in the Americas maintained a neutral position regarding the war until its final stages and were not obliged to send troops and resources to Europe. As a result, the conscription and preparation for war had minimum impact on the population. However, even if most countries in the Americas did not take an active role in the conflict, the events in Europe helped to legitimize those parties and military groups that advocated for an increase in the budget for the army and the need to impose conscription. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14: Political developments in Latin America (1945–1980)

27 TZ1 & 2. “Populist leaders in Latin America mainly used violence to deal with opposition.” With reference to **two** populist leaders, to what extent do you agree with this statement?

The question requires that students consider the merits of the statement that populist leaders in Latin America mainly used violence to deal with opposition. Students may offer equal coverage of violent and non-violent methods to deal with opposition, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Examples of populist leaders in Latin America during 1945-80 include Juan Domingo Peron in Argentina (1945-55), Getulio Vargas in Brazil (1951-54) and Joaquin Balaguer in the Dominican Republic (1960-62 and 1966-78), among others. Students may argue that the persecution of political opponents was a violent method that populist leaders used to deal with opposition, citing relevant examples; students may also consider the use of other strategies that did not involve the direct use of violence but that curtailed freedoms, including censorship. Nevertheless, students may argue that violence was not necessarily the main method used to deal with opposition, indicating that paramilitary organizations were not prominent in many cases, although support groups, such as trade unions, were usually used in rallies to produce agitation. Following such lines, students may argue that the main strategy used to deal with opposition involved the concentration of political power. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

27 TZ3. To what extent were the economic policies of **two** populist leaders in Latin America successful?

The question requires that students consider the extent to which the economic policies of two populist leaders in Latin America were successful. Consideration of success may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of successes and failures, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Examples of populist leaders in Latin America during 1945-80 include Juan Domingo Peron in Argentina (1945-55), Getulio Vargas in Brazil (1951-54) and Joaquin Balaguer in the Dominican Republic (1960-62 and 1966-78), among others. Students may consider policies that were intended to promote industrialization and economic diversification, evaluating if such attempted outcomes were achieved. Students may also evaluate the results of policies that implied the nationalization of key sectors for the economy. Other relevant factors may be addressed, for example the results of policies of land reform, and the extent to which infrastructure development was achieved, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28 TZ1 & 2. Discuss the reasons for the rise to power of **one** military dictatorship in Latin America between 1945 and 1980.

The question requires that students offer a considered and balanced review of the reasons why one military dictatorship in Latin America between 1945 and 1980 rose to power. A military dictatorship is a form of government in which the military assumes full control of the state. Examples of military dictatorships include: the Military Junta in Argentina during 1976-82; Pinochet in Chile during 1973-1990; military governments in Brazil during 1964-1985; or General Juan Velasco Alvarado in Peru during 1968-1980, among others. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may consider the importance of international factors such as the Cold War and the Cuban Revolution, which organized and radicalized the left, but also brought support to the armed forces from the U.S. Students may consider the importance of the effects of ‘Operation Condor’. Students may also discuss domestic factors including political instability, economic weakness and social inequality. Students may refer to the weak democratic culture in Latin America, the lack of economic modernization and growth within the country, the result of failed ISI programs, or to social inequality as a structural factor that brought about discontent and radicalization. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28 TZ3. Evaluate the social policies of a military dictatorship in **one** country in Latin America.

The question requires that students make an evaluation of the social policies of a military dictatorship in one country in Latin America. Consideration of success may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Examples of military dictatorships include: the Military Junta in Argentina during 1976-82; Pinochet in Chile during 1973-1990; military governments in Brazil during 1964-1985; or General Juan Velasco Alvarado in Peru during 1968-1980, among others. Students may offer equal coverage of successes and failures, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Students may consider the success of infrastructure development projects, evaluating their results as to improving living conditions. Students may argue that military regimes often prioritized security over social welfare programs. Nevertheless, in some cases, military regimes expanded access to education, and students may evaluate the results of such programs. Students may also evaluate the results of land reform programs proposed by some regimes; or the effects of policies of censorship and repression, accounting for human rights' abuses. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

15: Political developments in the United States (1945–1980) and Canada (1945–1982)

29. To what extent was Johnson’s Great Society a success?

The question requires that students consider the extent to which Johnson’s Great Society was a success. Consideration of the extent of success may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of successes and failures, or they may prioritize their assessment of the impact of successful policies. However, both aspects will be a feature of the response. Students may consider the success of reducing poverty, improving education and the expansion of civil rights. Students may consider the mismanagement of poverty reduction programs and opposition from conservative politicians who considered the Great Society government intrusion. Other relevant factors may be addressed, for example the impact of the Vietnam War and increased deficits in the federal budget, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. To what extent were Nixon’s domestic policies limited by the Watergate scandal (1972-1974)?

The question requires that students consider the extent to which Nixon’s domestic policies were limited by the Watergate scandal. Consideration of the impact of Watergate may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may offer equal coverage of important policies and controversies, or they may prioritize their assessment of the controversies. However, both aspects will be a feature of the response. Students may consider the impact on policies such as new federalism, approach to inflation, revenue sharing and environmental protection. Students may consider the impact of the media’s coverage of the Watergate scandal in respect to its impact on Nixon’s ability to achieve his domestic agenda. Due to the weakening of the executive branch, Congress became a more assertive institution as the executive branch faced a general loss of trust and political capital. Students may also consider the impact on Nixon’s ability to address civil rights, unemployment and general social issues. Other relevant factors may be addressed, for example the impact of political division, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16: The Cold War and the Americas (1945–1981)

31 TZ1. Evaluate the impact of McCarthyism on the domestic policy of the United States.

The question requires that students evaluate the impact of McCarthyism on the domestic policy of the US. Consideration of impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may consider pre-existing fears of Soviet expansion which were exploited by Senator McCarthy to make largely false accusations of Communist infiltration within academic, entertainment and political institutions. They may also consider the impact of the creation of the House Unamerican Activities Committee (HUAC) leading to the ‘blacklisting’ of citizens, the violation of individual’s civil rights through ‘guilt by association’, and the institution of loyalty oath requirements by the Truman administration. Other relevant aspects which had an impact may be considered, for example the influence of McCarthyism leading to bloated defence spending and the growth of the military-industrial complex. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

31 TZ2. “The US fully achieved its military objectives in the Korean War between 1950 and 1953.” Discuss.

The question requires that students offer a considered and balanced review of the statement that the US fully achieved its military objectives in the Korean War between 1950 and 1953. Students may offer equal coverage of factors supporting the full achievement of military objectives and factors indicating limited achievement. However, both aspects will be a feature of the response. In order to discuss the extent of achievement, students may refer to the success of the Inchon amphibious assault, the partnership with the UN in establishing a unified command to preserve the independence of S. Korea and the re-establishment of the 38th parallel in defence of South Korean sovereignty. Other relevant factors may be addressed, for example the initial military failures that narrowly averted disaster at the Pusan Perimeter, General MacArthur’s efforts to invade North Korea that resulted in the Peoples Republic of China (PRC) entering the conflict and the subsequent retreat of US and UN forces, and the inability to unify Korea as a democratic republic. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

31 TZ3. Evaluate the importance of the reasons for Eisenhower’s application of the New Look policy.

The question requires that students consider the importance of the reasons for Eisenhower’s application of the New Look policy. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may consider the importance of reasons, such as the Eisenhower administration’s analysis of the Truman era foreign policy and its costly involvement in the Korean War, concerns that an ever-expanding military budget would strain the economy and lead to recession and loss of Republican control and a belief that the threat of strategic bombing and nuclear weapons could control Soviet aggression. Other relevant reasons may be considered, for example the doctrine that massive retaliation could eliminate the need to participate in regional wars and the high cost of conventional weapons and large troop buildups could be offset by the alleged lower costs of nuclear weapons. Students’ opinions or conclusion will be presented clearly and supported by appropriate evidence.

32 TZ1. Evaluate the impact of Carter’s foreign policy on the Americas.

The question requires that students evaluate the impact of Carter’s foreign policy on the Americas. Students may offer equal coverage of strengths and limitations, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Students may evaluate the impact of Carter’s emphasis on human rights, which promised a departure from the policies of the Nixon administration and its emphasis on covert operations that often supported repressive regimes. They may also evaluate the impact of the end of US support for the oppressive Somoza regime in Nicaragua and a reduction of military aid to Uruguay due to its human rights abuses. Other relevant factors may be addressed, for example the negotiation of the Panama Canal Treaty with its implied cessation of

infringement on Latin American territorial rights. It may also be argued that Carter's failure to win re-election and the subsequent return of covert operations under the Reagan administration limited the impact of Carter's efforts. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32 TZ2. Evaluate the impact of Nixon's foreign policy on the Americas.

The question requires that students evaluate the impact of Nixon's foreign policy on the Americas. Students may evaluate the impact of Nixon's maintenance of close relationships to dictatorial regimes that prioritized US interests, the decision to largely discontinue support for Kennedy's Alliance for Progress, support of the Central Intelligence Agency's aid to the coup against Allende in Chile. The deterioration of relations with Canada, largely due to the 'Nixon Shock' policy of a ten percent tariff on Canadian exports to the US may also be discussed. Other relevant factors may be addressed, for example the fact that Nixon avoided military interventions in Latin America and that his administration gave limited attention to Latin American affairs due to the Vietnam War and the effects of Watergate. Students' opinions or conclusion will be presented clearly and supported by appropriate evidence.

32 V3. To what extent were domestic policies affected by the Cold War? Discuss with reference to **one** country of the Americas (except the US).

The question requires that students consider the extent to which domestic policies, in one country of the America, (except the US), were affected by the Cold War. In order to consider the extent to which domestic policies were affected, students may offer equal coverage of policies attributable to the Cold War and domestic policy affected by other factors, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may refer to the transition of Castro's Cuba toward socialism as a result of the US Cold War embargo but might attribute the changes to his social and economic philosophy. For Chile, students may discuss US efforts to undermine Allende's socialism as a response to communism, but they may also cite the influence of the 'Chicago Boys' on Pinochet's restoration of capitalism or they may discuss his human rights abuses as a feature of his totalitarianism. Other relevant factors may be addressed, for example, students may focus on the efforts of Arbenz in Guatemala to establish greater economic equality through land reform, but they may also apply the US-led coup replacing Arbenz with Armas as a Cold War effect. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

17: Civil rights and social movements in the Americas post-1945

33 TZ1. Evaluate the effectiveness of organizations that contributed to African American civil rights after 1945.

The question requires that students evaluate the effectiveness of organizations contributing to African American civil rights after 1945. Students may evaluate the extent of success of the National Association for the Advancement of Colored People (NAACP) in gaining legal judgements supporting civil rights but their limited success in gaining enforcement mechanisms. The Southern Christian Leadership Conference (SCLC) may be cited for its substantial success in combating segregation but its limited success in promoting economic equality. The Congress of Racial Equality (CORE) was largely successful in its desegregation efforts but had limited success in expanding voting rights for African Americans. Other relevant factors may be addressed, for example, the notoriety attained by the Black Panther Party but with effectiveness largely limited to community action programs within their local area. Students' opinions or conclusion will be presented clearly and supported by appropriate evidence.

33 TZ2. "Organisations promoting civil rights for African Americans had limited success." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that organizations promoting civil rights for African Americans had limited success. Students may offer equal coverage of organizations having limited success and those having substantial success, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may discuss the limited success of the Southern Christian Leadership Conference (SCLC) in advancing economic equality, the inability of the National Association for the Advancement of Colored People (NAACP) in achieving enforcement of the court rulings they obtained or the alienation and backlash resulting from the perceived radical agenda of the Black Panther Party. Other relevant factors may be discussed, for example, the success of the SCLC in combating segregation, the NAACP's success in obtaining Supreme Court victories or the success of the Student Non-Violent Coordinating Committee (SNCC) in integrating public accommodations. Students' opinions or conclusions will be presented clearly and supported with appropriate evidence.

33 TZ3. Compare and contrast the impact of Dr Martin Luther King Jr. and Malcolm X on the African American civil rights movement.

The question requires that students give an account of the similarities and differences between Martin Luther King Jr. and Malcolm X in terms of their impact on the African American civil rights movement. There does not need to be an equal number of each. Comparison of their impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. For comparison, students may refer to the charismatic nature of both men and their superior oratorical skills, the fact that both leaders emerged from religious organizations and often related theological messages in their advocacy of civil rights, and that both had little success in alleviating urban poverty or improving African American relations with law enforcement. For contrast, students may discuss MLK Jr's commitment to non-violence with Malcom X's willingness to oppose violence with violence, MLK Jr envisioned a fully integrated society while Malcom X promoted black nationalism and separatism, and MLK Jr's initial focus was on combating segregation while Malcolm X attempted to address urban poverty and police violence. Students' opinions or conclusions will be presented clearly and supported with appropriate evidence.

34 TZ1. "Indigenous people saw only limited improvement in their civil rights after 1945." Discuss.

The question requires that students offer a considered and balanced review of the statement that indigenous people saw only limited improvement in their civil rights after 1945. Students may offer equal evidence of improved civil rights and evidence of lack of improvement, or they may prioritize their discussion of either. However, both aspects will be a feature of the response. For the US, students may

refer to the National Congress of American Indians and the Native American Rights Fund as advancing the enforcement of treaty rights and cultural preservation but achieving little improvement in the economic status of the indigenous. For Canada, First Nation people gained voting rights and the 'Indian Act' addressed gender discrimination issues, but poverty and early mortality issues remained. Other relevant factors may be addressed, for example in Latin America, Ecuador may be discussed as a country where the indigenous gained substantial political influence yet progress toward property rights was limited. Student's opinions or conclusion will be presented clearly and supported with appropriate evidence.

34 TZ2. "Youth protests of the 1960s and 1970s in the Americas were opposed mostly to the Vietnam War." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that youth protests of the 1960s and 1970s were opposed mostly to the Vietnam War. In discussing motivation, students may offer equal coverage of protests associated with the Vietnam War and protests associated with other issues, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Students may refer to draft-card burnings at US universities, the protests at Kent State and Jackson State that resulted in the deaths of protesters and the student strikes of 1971 in response to the invasion of Cambodia. Other examples of protests to be discussed may include, for example the 1963 Birmingham 'Children's March' and the youth-led 1960 Greensboro lunch counter sit-ins as part of the civil rights movement. For Canada, students may discuss protests against the Vietnam War but also protests associated with the Quebec independence movement. Other relevant factors may include, for example in Mexico the 1968 protests over students jailed by the Institutional Revolutionary Party (PRI). Students' opinions or conclusions will be presented clearly and supported with appropriate evidence.

34 TZ3. Evaluate the impact of feminist movements in the Americas after 1945.

The question requires that students evaluate the impact of feminist movements in the Americas after 1945. Students may offer equal coverage of the Americas as a whole or concentrate on one country of the region, or they may prioritize their evaluation of either. For the US, students may evaluate the impact on the feminist movement that resulted from Betty Friedan's, 'The Feminine Mystique' in 1963, the 1973 Roe v. Wade Supreme Court decision and the passage of Title Nine legislation in 1972. For Canada, students may evaluate the impact of the Fair Employment Practices Act in 1952 and the Canadian Charter of Rights and Freedoms, both of which addressed gender discrimination. Other relevant factors may be addressed, for example, in Latin America there was a substantial increase of women in key positions of education, politics and professional roles, but with substantial wage inequality and high rates of violence against women. Students' opinions or conclusion will be presented clearly and supported by appropriate evidence.

18: The Americas (1980–2005)

35 TZ1. Compare and contrast the impact of violent movements in **two** countries of Latin America.

The question requires that students give an account of the similarities and differences regarding the impact of violent movements in **two** countries of Latin America. As examples, students may study the cases of guerrillas, paramilitaries and smaller armed groups. In order to compare impact, students may consider the political and/or ideological aims of different violent movements. While in some cases, they supported expropriation and land distribution, in others they denounced poor working conditions, advocated for the rights of subjugated communities, and/or promoted revolutions. The nature of the methods applied to achieve their aims could also be part of the response, as well as those targeted as their enemies but with a focus on their impact. Students may compare and contrast the impact of violent movements considering their ability to control large portions of the territory, their capacity to establish themselves as de facto rulers, their aptitude to create informal institutions and provide public goods. They may also compare their impact on politicians, elites, police and armed forces officers and businessmen. Students could also compare and contrast the response of the population that could collaborate, ignore and/or reject them. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

35 TZ2 & 3. Compare and contrast the impact of liberation theology in **two** countries of Latin America.

The question requires that students give an account regarding the similarities and differences of the impact of liberation theology in two countries of Latin America. Liberation theology was a religious movement from late 20th-century Roman Catholicism that promoted the involvement in political and civil affairs to aid the poor and oppressed. As examples, students may refer to Brazil (place of many base- communities); Chile (where Allende received progressive Christians as allies); Nicaragua (where liberation theology took governmental office); Haiti (where the priest Jean-Bertrand Aristide was elected president); Colombia (where some priests joined guerrilla forces); and El Salvador (where priests and nurses were murdered) among others. For impact, students may compare and contrast the success establishing base communities, their policy of denouncing violations of human rights, the asylum given to those who were politically persecuted, their links with leftist social activism, and the activity of radio stations, newsletters, bishops, priests, nuns and laypersons associated with the movement. They may also consider the impact of the liberation theology on the Church and on political and economic elites that usually denounced their ideas as socialist and applied violent repression. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36 TZ1. "Economic cooperation in the Americas was mostly limited between 1980 and 2005." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic cooperation in the Americas was mostly limited between 1980 and 2005. Students may support the statement considering that the oil crisis of the 1970s made cooperation difficult during the 1980s. Many United States' private banks stopped overseas operations, plunging Latin American countries into recession, and limiting regional assistance. They may also consider a number of attempts to sign free-trade agreements in the Americas that faced strong opposition, like ALCA. During the early 2000s, some countries of the region also attempted to sign economic treaties with the European Union instead of choosing local economies. Students may challenge the statement arguing that, since the Reagan administration, there was a renewed support for right-wing authoritarian regimes as well as their neoliberal economic plans. The signing of covenants like the Union of South American Nations (Unasul-Unasur); the CAFTA-DR free-trade agreement; the Canada Central American Free Trade Agreement; the Mercosur and a number of binational free-trade pacts could also be considered evidence of cooperation. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36 TZ2 & 3. "Political cooperation in the Americas was mostly limited between 1980 and 2005." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that political cooperation in the Americas was mostly limited between 1980 and 2005. The period between 1980 and 2005 was determined by the Cold War and some countries in the Americas became the object of a rivalry between the United States and the Soviet Union. Students may support the statement considering that the influence of the Soviet Union (and China) redirected the political cooperation of some countries to nations outside the region, such as the case of Cuba. They may also argue that other countries were isolated due to political reasons limiting the possibility of cooperation, such as the case of Venezuela. The "War on Drugs" led by Washington, which included the invasion of Panama and the intervention through the Plan Colombia and the Mérida Initiative in Mexico and Central America, also harmed collaboration. Students may challenge the question stating that under the administration of Reagan there was cooperation with far right-wing authoritarian regimes in the region. They may also consider the later cooperation among countries that returned to democratic systems. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.
