

Markscheme

May 2026

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Response does not reach a standard described by the descriptors above.

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

1. Discuss the role and nature of tribute in **two** indigenous societies.

The question requires that students offer a considered and balanced review of the role and nature of tribute in **two** indigenous societies. Regarding the nature, students may consider the differences between tributes and taxes. Some indigenous societies were organized around taxation rather than tributes, although many centralized rulers also asked for tributes to impose their political power. Students may also discuss the use of tribute to accumulate wealth and to achieve economic growth through trade. Further, the imposition of tributes forced many local communities to specialize in the production of certain products depending on its location and comparative advantages. Students may argue that in societies without money the products given to pay tributes served as units of measurement. Tribute also helped to strengthen political control over the territories of conquered communities. Other relevant factors may be addressed, for example the use given to tributes to meet social needs during periods of famine, and the symbolic and/or religious importance they had. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. "Religious and political powers were always in conflict with each other. "Discuss with reference to **two** indigenous societies.

The question requires that students offer a considered and balanced review of the statement that the relationship between religious and political powers was always in conflict. The religious beliefs of indigenous societies in the Americas were diverse and deeply rooted in their cultures and environments. Many of these societies developed complex religious systems around the worship of nature deities, celestial bodies, and ancestral spirits that shaped their moral codes, social structures, and interactions with the political powers. Students may discuss that the relationship between religion and powers depended on the type of political organization (non-state communities, empires, chiefdoms). They may support the statement considering the competition between religious and political power to place themselves as the leading authorities, to control taxation and/or to gain the obedience of the people. They may also argue that religious men and women had the power to legitimise the political power, and this function could have provoked conflicts. For their part, political powers were responsible for the protection of religious men and temples, and political leaders could have left many of them unprotected as a way to impose their rule. Students may challenge the statement discussing those cases where political and religious powers were in the same hands. They may also argue that in most cases both powers collaborated with each other. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

3. To what extent did the “Columbian Exchange” transform the economies of the Americas?

The question requires that students consider the merits or otherwise of the suggestion that the “Columbian Exchange” significantly transformed the economies of the Americas. Students may consider the widespread transfer of plants, animals, technology, and diseases from Europe to the Americas. The introduction of new crops like wheat and barley, citrus fruits, bananas, coffee and sugar cane altered the diet, labour patterns and economies of the Americas. In some instances, the new crops, for example sugar cane, also had a devastating environmental impact. The depopulating effects of warfare and particularly of diseases such as smallpox created a labour deficit in the societies of the Americas. Other relevant factors may be addressed, for example, the exploitation and forced labour of indigenous peoples, the rise of the transatlantic slave trade, and the foundation laid for modern global trade and the rise of capitalism were also transformative to the economies of the Americas. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. “Bartolomé de las Casas was successful in improving the treatment of the indigenous population.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Bartolomé de las Casas was largely effective in improving the treatment of indigenous people in the Spanish colonies during the 16th century. Students may offer equal coverage of las Casas's advocacy and the practical outcomes of his efforts, or they may prioritize their assessment of one over the other. Students may refer to his famous work, *A Short Account of the Destruction of the Indies*, which vividly described the atrocities committed by Spanish colonizers and raised awareness among European elites, fueling debates on the morality of Spanish colonial practices. Other relevant factors may be addressed, for example, the New Laws of 1542 influenced by las Casas, which aimed to limit the exploitation of indigenous people but were met with resistance from Spanish settlers and were weakly enforced, thus limiting their practical impact. Students may acknowledge las Casas’ moral legacy and his influence on future debates about human rights and colonialism. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 3: Colonial government in the New World (1500–1800)**5. Discuss the significance of the royal charters for political organization in British North America.**

The question requires that students offer a considered and balanced review of the significance of royal charters for political organization in British North America. The charters were granted by the crown and allowed people to colonize the New World in the name of the mother country. Students may discuss the significance of the different types of charters: royal, self-governing and proprietary. In the case of royal charters, they were administered under the leadership of the crown but through indirect means. In the case of investors, they were granted a charter by the crown allowing them to establish rules of self-government. Colonies may also have entered into a financial agreement with a company that invested funds in exchange for stock in the colony. In the case of proprietary colonies, charters were granted to individuals or groups and the extent of independence from the crown varied. Students may consider that, under the umbrella of charters, people lived, worked, sourced for food, and developed a culture. Charters also facilitated the practice of mercantilism and regulated the participation in politics. Students may also discuss the extent of autonomy that some regions gained, irrespective of the charter, under which their colony was formed. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. "Mercantilism had a limited impact on the colonial American economy." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that mercantilism had a limited impact on the colonial American economy. In the seventeenth century, European countries adopted mercantilist policies which looked upon trade, colonies, and the accumulation of wealth as the basis for military and political power. According to this, colonies were supposed to provide raw materials and food for the growth and profit of European economies. Students may support the statement considering the lax implementation of mercantilist policies in British colonies that allowed some industries to prosper (like shipbuilding and some manufacturing and extractive activities). They also promoted the establishment of a significant commerce and trade system. Students may challenge the statement considering the restrictive effects that mercantilist policies had in Spanish America. In this case, the excessive focus on the extraction of gold and silver led to neglecting the development of agriculture, industry and commerce. They may also consider the effects mercantilism had over ownership of the land since the objective was to replicate the great estates of the Castilian nobility. Other relevant factors may be addressed, for example the effects of trade restrictions over production incentives; the impact of smuggling on prices and production; the slave trade; and heavy taxation. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Evaluate the social and cultural impact of the Catholic Church in Spanish and Portuguese America.

The question requires that students make an appraisal of the impact of the Catholic Church in Spanish and Portuguese America, weighing up its importance in integrating indigenous peoples into colonial society, promoting religious conversion, and shaping art, education, and social hierarchies. Students may offer equal coverage of the Church's positive impact and its limitations, or they may prioritize their evaluation of one over the other. Students may consider the Church's alignment with colonial authorities to legitimize Spanish and Portuguese rule and support a rigid caste system, the establishment of missions by religious orders like the Jesuits and Franciscans to Christianize indigenous peoples (often suppressing native religions), and the founding of educational institutions. Other relevant factors may be addressed, for example, the development of syncretic artistic expressions through the blending of Catholic and indigenous elements in art and architecture, reflecting both the dominance of the Church and the resilience of local cultures. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "The impact of the Puritans and Quakers on the development of religious tolerance in British North America was limited." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the impact of the Puritans and Quakers on the development of religious tolerance in British North America was limited. Students may offer equal coverage of Puritans and Quakers, or they may prioritize their assessment of either. However, both will be a feature of the response. Students may discuss the impact of the Puritans establishing a theocratic society in Massachusetts Bay with little tolerance for dissenters like Roger Williams and Anne Hutchinson, whose banishments reflected the Puritans' rigid adherence to their religious principles and their discouragement of religious diversity. They may also discuss William Penn and the Quakers founding Pennsylvania on principles of religious freedom, granting freedom of worship to all Christians and welcoming various religious groups, thereby significantly advancing religious tolerance in their area. Other relevant factors may be addressed, for example, the influence of the Enlightenment, the Great Awakening, and the growing diversity of settlers in the colonies contributing to an increasing acceptance of religious pluralism. Students may highlight the contrasting legacies of the Puritans and Quakers and their uneven impact on the development of religious tolerance in colonial America. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. “Economic motivations were not the main reason for slavery.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the establishment of the transatlantic slave trade was not primarily driven by economic motivations. Students may offer equal coverage of economic motivations and other influencing factors, or they may prioritize their assessment of one over the other. Students may discuss the immense demand for labour in the plantation economies of the Americas as the primary economic motivation, the profitability of the triangular trade system connecting Europe, Africa, and the Americas, and the competition among European powers like Britain, France, Spain, and Portugal for colonial dominance and global wealth. Other relevant factors may be addressed, for example, the development of racial theories in the 17th and 18th centuries that framed Africans as biologically inferior and suited for slavery, providing moral justification for their exploitation, and the significant role played by African leaders and merchants driven by their own economic interests. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. To what extent was the opposition of early abolitionists to slavery and the slave trade effective by 1800?

The question requires that students consider the extent to which the opposition of early abolitionists to slavery and the slave trade was effective by 1800. Students may discuss religious abolitionist groups, particularly the Quakers and Evangelical Christians, who were among the first to challenge the moral legitimacy of the transatlantic slave trade. They may also address legal and political abolitionist campaigns that were instrumental in passing legislation to formally end the trade. Students may also reference economic arguments by abolitionists claiming that slavery was not only immoral but increasingly inefficient and incompatible with modern economic development. Other relevant factors may be addressed, for example, the declining profitability of plantation crops like sugar, the rise of industrial economies in Britain and the U.S. reducing the economic viability of slavery, and the international efforts of activists exerting pressure on nations to abolish the slave trade. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Independence movements (1763–1830)

11. To what extent did foreign intervention affect independence movements in the Americas?

The question requires that students consider the extent to which foreign intervention affected independence movements in the Americas. Students may offer equal coverage of several independence movements affected by foreign intervention, or they may prioritize their assessment of one independence movement. Students may consider the French provision of funds, arms, troops and naval forces in assistance of the US independence movement affecting such battles as Saratoga or the siege of Yorktown. They may also consider the British and Spanish intervention in the independence movement in Haiti in an attempt to weaken the slave revolt and also weaken the position of their European rivals. Students might also cite the US issuance of the Monroe Doctrine (1823) as a threat of foreign intervention. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the impact of independence on **two** economies of the Americas up to 1830.

The question requires that students make an appraisal of the impact of independence on two countries of the Americas, up to 1830. Discussion of impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may offer equal coverage of both countries chosen for the evaluation, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Students may evaluate the loss of naval protection for overseas trade, experienced by both the US and Latin America countries and the loss of guaranteed markets which made it difficult to pay off war debts or fund government projects. Other relevant factors may be addressed, for example both the US and Latin America were no longer restricted by mercantilist policies which increased access to international trade and access to capital development of natural resources. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. Discuss the importance of the provisions and philosophical underpinnings of the 1787 Constitution.

The question requires that students discuss the importance of the provisions and philosophical underpinnings of the 1787 Constitution. Students may develop the importance of philosophical underpinnings, such as republicanism, the influence of philosophers like Locke and Montesquieu, the contribution of the European Enlightenment, and the historical experience of the newly independent colonies. They may argue that the ideals behind the 1787 Constitution prioritised individual liberties, natural rights, and constitutionalism. James Madison, George Washington and other authors of the Constitution argued that the law, rather than men, should be the final basis of authority and that government should be responsible to the governed. Regarding provisions, students may emphasize the establishment of a three-branch system of government with extensive checks and balances, the creation of a unified executive branch and the establishment of an independent judiciary. Students may also argue the importance of newly added powers, such as the power to tax, regulate trade and apply the supremacy clause to enforce federal laws over the states. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent did the British North America Act of 1867 achieve its aims?

The question requires that students consider to what extent did the British North America Act of 1867 achieve its aims. The British North America Act (1867) established the union of the three British colonies in North America (Nova Scotia, New Brunswick, and Canada) as one Dominion under the name of Canada. It also divided the province of Canada into the provinces of Quebec and Ontario. Students may refer that the Act served as Canada's constitution, ensuring that the executive government was vested in Queen Victoria and her successors. It helped arrange a Senate and a House of Commons, and also provided that criminal law should be federal and civil law provincial, guaranteeing to the federal government the right to appoint all senior judges and leaving to the provinces the administration of the law and the maintenance of the courts. Students may challenge the question claiming that the Act provided that social services were the responsibility of provincial government, thus inhibiting a uniform and consistent system. They may also argue that the Act gave the federal government the right to disallow any provincial act within two years of its passage. Besides, the provinces might levy direct taxation only, whereas the dominion might use any mode of taxation. This meant that the federal government had general and overriding powers, while the provinces had particular and restricted ones. Moreover, the Act provided no process of amendment and, in case they were required, they were made by the Parliament in London at the request of the Parliament of Canada. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. To what extent was the debate over states' rights the main cause of the US Civil War?

The question requires that students consider the extent to which the debate over states' rights was the main cause of the US Civil War. Discussion of causes may predate the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the Mexican War and resultant Compromise of 1850 which helped reveal the conflict over states' rights regarding the expansion of slavery into new territories and the growth of Northern abolitionist movements as well as Southern 'fire eaters'. These groups illustrated the most extreme positions taken within the North and South over the rights of states to either reject or endorse slavery. Other relevant factors may be addressed, for example the impact on states' rights resulting from the Dred Scott case as well as the growth of secessionist sentiment as the ultimate representation of states' rights, but with a focus on the issue in the question. Students may argue that other factors, such as economic and cultural differences or the failure of political leadership was main cause for the war. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. "African American participation had a significant impact on the outcome of 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 African American participation had a significant impact on the outcome of the US Civil War. Discussion of impact may predate the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the significance of African Americans in fulfilling labour positions that supported the war effort. African American troops were instrumental in Union efforts at Petersburg, Virginia, Nashville, Tennessee and Port Hudson, Louisiana and by the end of the war, African American soldiers made up 10 percent of the Union army. Over 40,000 African Americans lost their lives in support of preserving the Union. Other relevant factors may be addressed, for example, it may be argued that African American contributions to the Union cause were somewhat limited by the initial hesitancy to recruit black soldiers and the fact they were often relegated to non-combat roles. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Evaluate the contribution of inter-American trade to the development of **two** modern nations in the Americas.

The question requires that students make an appraisal of the contribution of inter-American trade to the development of **two** modern nations in the Americas. Students may claim that inter-American trade greatly contributed to the development considering the influence the US has had since the end of the 19th century. US operations included the exploitation of natural resources as well as investments in heavy industry, finances, banks and strategic routes. Students may also evaluate the early commercial interchanges between other American countries that also gave their administrations the possibility to develop, especially during the First World War when relations with Europe were severed. Students may argue that inter- American trade played a limited role in the development of two modern nations since many still lacked a proper finance system, credits, customs and strong currencies, limiting their possibilities. They may also consider the major influence that European metropolises still had in the continent. American countries were dependent on their exports of raw material and food to Europe, and still many imports of capital and services came from there like railroads, banks, energy, etc. Other relevant factors may be addressed, for example the military and political conflicts among American nations that prevented the development of inter- American trade. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. “Economic hardship among African Americans was the most significant impact of the Jim Crow laws.” Discuss.

The question requires that students offer a considered and balanced review of the statement that economic hardship among African Americans was the most significant impact of the Jim Crow laws. The Jim Crow laws were a set of laws that enforced racial segregation in the American South between the end of Reconstruction in 1877 and the beginning of the civil rights movement in the 1950s. Students may support the statement considering that the Jim Crow laws enacted strict “Black Codes” that fined African Americans if they worked in any occupation other than farming or domestic servitude. They also ordered that African Americans could be arrested and forced back into unpaid labour on white plantations if they broke these laws or abandoned their jobs after signing a labour contract. Lawmakers also sought to prevent African Americans from migrating in search of better opportunities enacting emigrant-agent laws and restricting interstate labour recruiters from encouraging or financing the relocation of African American workers, or from posting advertisements in African American communities for distant job openings. Students may challenge the statement discussing that social and political segregation were the most significant impacts of the Jim Crow laws. For example, they unequally divided educational resources between African American and White children. Students may also consider the political segregation achieved through policies that prevented African Americans from registering to vote and participating in politics like poll taxes, literacy tests, residency requirements, etc. Lastly, they may also refer to the social separation in public spaces like transportation, parks, cemeteries, theatres, and restaurants. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. To what extent were ideological factors the most important cause for US expansionist foreign policies?

The question requires that students consider the merits or otherwise of the suggestion that ideological factors were the most important cause of US expansionist foreign policies. Students may consider the ideology of Manifest Destiny, which justified territorial expansion as a divine mission and was extended beyond the continental U.S. to justify overseas interventions, as seen in the annexation of Hawaii and the Spanish-American War. Social Darwinism and the ideas of Josiah Strong also contributed to the ideology of American exceptionalism and expansion. Other relevant factors may be addressed, for example, the acquisition of territories such as the Philippines, Guam, and Puerto Rico following the Spanish-American War, which provided access to strategic markets and resources. Students may consider the strategic military motivations behind acquiring key territories like Hawaii and constructing the Panama Canal to strengthen the U.S. Navy and global power projection. It may also be argued that the Roosevelt Corollary to the Monroe Doctrine combined ideological rhetoric with strategic and economic goals to justify intervention in Latin America. Students may acknowledge that while ideology provided a moral justification for expansion, strategic goals such as enhancing national security and establishing the U.S. as a global military power were often the immediate driving forces behind territorial acquisitions and interventions. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. To what extent did moral diplomacy affect US–Latin American relations up to 1917?

The question requires that students consider the merits or otherwise of the suggestion that Moral Diplomacy affected U.S.–Latin American relations up to 1917. Students may consider Wilson's moral diplomacy seeking to align U.S. foreign policy with moral and ethical principles, emphasizing self-determination and democracy. His refusal to recognize Victoriano Huerta's government and support for Venustiano Carranza may be discussed in this context, along with the U.S. military intervention in Veracruz in 1914, which contradicted the principle of non-intervention. The continued military occupations in Haiti (1915) and the Dominican Republic (1916) were justified by Wilson's administration as necessary to prevent chaos and protect U.S. interests despite conflicting with stated principles. Other relevant factors may be addressed, for example, how the prioritization of stability and U.S. economic interests undermined the credibility of U.S. moral leadership in Latin America. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: The Mexican Revolution (1884–1940)

21. “Resistance to Porfirio Díaz’s political control was the most significant factor in the outbreak of the Mexican revolution.” Discuss.

The question requires that students offer a considered and balanced review of the statement that resistance to Porfirio Díaz’s political control was the most significant factor in the outbreak of the Mexican revolution. Students may support the statement claiming that Porfirio Díaz’s government disturbed local and regional leaderships. They may also consider the treatment of opponents that were violently repressed leading to discontent. The fact that most of the public employees answered directly to Porfirio Díaz, as well as his control over the legislature and the press were also factors that contributed to the outbreak of the revolution. Students may challenge the statement stating as the main factor the uprising of groups with new political ideas such as the anarchists from Regeneration. They may also discuss that economic issues played the most significant role in the outbreak of the revolution since Mexico’s wealth was not properly distributed. Other relevant factors may be addressed, for example the foreign interventions from US and European countries that fuelled the discontent leading to the revolution. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Evaluate the achievements of Lázaro Cárdenas up to 1940.

The question requires that students make an appraisal of the achievements of Lázaro Cárdenas up to 1940. Students may evaluate the success of policies carried out to aid peasants like the agrarian reform program to distribute land, the organization of the National Peasant Confederation (Confederación Nacional Campesina) and the extension of government banks that allowed peasants to borrow money. They may also evaluate the success of the organization of Confederación de Trabajadores de México in 1936 (country’s labour groups). Cárdenas also nationalized key industries that were in foreign hands, like railways and oil. In the political field, Cárdenas was able to transform the PNR from a loose federation of state parties into a truly national party and a major element of stability in the revolutionary regime. Other relevant factors may be addressed, for example, students may critically evaluate whether Cárdenas’s political control over the army, the civil administration, and much of the political structure of the regime was an ‘achievement’. During his first year in office, Cárdenas spent much of his time establishing his own influence till he was able to send Calles into exile. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Evaluate the impact of the New Deal on the US political system.

The question requires that students make an appraisal of the New Deal, weighing up its impact on the US political system. Discussion of impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the fact that the New Deal substantially expanded the size of the federal government through the creation of numerous executive agencies responsible for instituting various regulations and programs. The New Deal helped create a Democratic coalition that would dominate the US executive and legislative branches for nearly two decades. Students may also reference the New Deal concentration of governmental powers at the national level which decreased state authority. Other relevant factors may be addressed, for example it may be argued that the extent of political change was somewhat limited by resistance from the Supreme Court and by the failure of the New Deal to achieve its economic goals. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. “The response to the Great Depression was mostly ineffective.” Discuss with reference to **one Latin American country.**

The question requires that students offer a considered and balanced review of the statement that the response to the Great Depression was mostly ineffective, with reference to one Latin American country. Discussion of the response may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider Brazil's significant economic decline due to falling coffee prices but with substantially improved conditions by the mid-1930s due to the ISI policies of the Vargas administration. Mexico's 75 percent decline in export values may be referenced but with acknowledgment of the rapid recovery after 1932 due to increased oil production and manufacturing. Peru's 75 percent loss of export values may also be mentioned but with the fact that there was substantial recovery by 1935 due to adoption of Import Substitution Industrialization (ISI) policies. Other relevant factors may be addressed, for example the argument that Argentina and Chile were the hardest hit economies of Latin America with both experiencing high levels of unemployment and yet having substantial recovery after 1932. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. Evaluate the social impact of the Second World War up to 1945.

The question requires that students make an appraisal of the social impact of the Second World War in the Americas up to 1945. Students may consider the mobilization of millions of workers in the United States, including the migration of rural populations to urban areas and the expansion of industries such as steel, aircraft, and shipbuilding, as well as industrial growth in Latin American countries like Brazil and Argentina as they supplied raw materials and foodstuffs to the Allies. Other relevant factors may be addressed, for example, the increased opportunities for African Americans in wartime industries through the Fair Employment Practices Committee (FEPC), the Second Great Migration, the participation of Mexican Americans in the Bracero Program despite ongoing discrimination, and the limited improvements for indigenous and Afro-descendant populations in Latin America. Additionally, students might discuss shifts in gender roles, such as the entrance of millions of women into the workforce in the U.S. and Canada—symbolized by figures like “Rosie the Riveter”—and the less dramatic changes experienced by women in Latin America. Students may acknowledge that these changes were uneven across the continent and that the long-term effects varied depending on national and regional contexts. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Discuss the diplomatic effects of the Second World War in any **two** countries of the Americas up to 1945.

The question requires that students offer a considered and balanced discussion of the diplomatic effects of the Second World War in any two countries of the Americas, up to 1945. Students may offer equal coverage of the two countries, or they may give priority to either, but both will be a feature of the response. Students may choose to discuss the emergence of the US as a global superpower and leader in postwar diplomacy, including its shift from isolationism after a significant military attack, its critical role in the defeat of the Axis powers, and its foundational role in creating international institutions. Additionally, they may discuss Canada’s efforts to strengthen alliances, declare war on foreign powers, contribute troops to key campaigns, and increase its influence in regional politics and postwar negotiations. Other relevant discussion might focus on Mexico’s or Brazil’s initial position of neutrality and the causes for their decision in 1942 to declare war on the Axis powers. Argentina might also be the focus for some students with a discussion of how Argentina’s economic and demographic factors affected their diplomacy with both the Axis and Allied powers. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. To what extent were economic factors the main cause of the Cuban Revolution?

The question requires that students consider the merits or otherwise of the suggestion that economic factors the main cause of the Cuban Revolution. Students may consider the social discontent fuelled by the division between those who worked in the countryside and lived in dire poverty, and those who lived in prosperous cities like Havana as a cause for the revolution. They may consider that the production of sugar condemned the island to depend on one product. Also, the living conditions of the workers in sugar plants and the lack of access to the land contributed to the revolution. Students may consider the way the discontent caused by economic factors was expressed and how this resulted in a government response of severe repression. Other relevant factors may be addressed to challenge the question, for example the ongoing political instability or the influence of Marxist ideas that convinced people to join the revolution, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. "Political instability was the main reason for the rise of military dictatorships." Discuss with reference to **one Latin American country.**

The question requires that students offer a considered and balanced review of the statement that political instability was the main reason for the rise of military dictatorships in one Latin American country. Students may support the statement considering the impact that the Second World War had on the foreign policies of many Latin American governments. According to their European alliances, they could have lost legitimacy once the war ended. They may also consider the role of parties and the military within the context of the Cold War. International events, like the Cuban revolution and the influence of the Soviet Union were also factors considered as a threat by the military and encouraged them to take power. The existence of guerrilla movements and other radical groups also provoked political instability and gave the military a reason to act. Students may challenge the statement claiming that economic factors were the most significant contributors for the rise of military dictatorships; or they may also discuss the influence of foreign powers in promoting the rise of military dictatorships to counteract the existence of left-wing radical groups. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

29. Compare and contrast the domestic policies of Nixon and Carter.

The question requires that students give an account of the similarities and differences between Nixon and Carter in terms of their domestic policies, referring to both throughout. There does not need to be an equal number for each. For comparison, students may consider the fact that both Nixon and Carter faced periods of escalating inflation that harmed their public relations and threatened their chance of re-election. Both faced economic challenges related to events in the Middle East and to OPEC (Oil Producing and Exporting Countries) and both faced declining public support late in their terms of office. For contrast, students may argue that Nixon achieved major environmental protection regulations while Carter emphasized energy independence programs. Nixon achieved increased funding for Social Security, Medicare and Medicaid, while Carter failed in most of his social welfare initiatives. Nixon's 1971 New Economic Policy (NEP) was warmly received by the public while Carter's response to the economic problems of the oil embargo were largely seen as a failure. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. Evaluate the causes of the Quiet Revolution.

The question requires that students make an appraisal of the Quiet Revolution, weighing up the importance of its causes. Discussion of causes may predate the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the relative importance of growing discontent with the Union Nationale Party and its traditional values which many saw as outdated. The emerging dissatisfaction with the control of education by the Catholic Church and the perception that Francophones had little control over Quebec's destiny were important causes of dissatisfaction, depending upon the group. Other relevant factors may be addressed, for example students may reference the rise of the Quebec middle class and their desire to reduce the power of the traditional elites and the baby-boom of the late 40s and 50s that overwhelmed the Catholic-controlled education system. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. Evaluate the reasons for US involvement in Vietnam up to 1964.

The question requires that students make an appraisal of the reasons for US involvement in Vietnam up to 1964, weighing up their importance. Discussion of reasons may predate the timeframe, but it must be clearly linked to the issue raised in the question. Students may consider the importance of Kennan's Long Telegram (1946) and the fall of China (1949) as heightening concerns over communist expansion. Students may reference NSC-68 which demanded an increase in military capacity to defend US interests as an important cause for US involvement. Truman's intervention in Korea (1950) and the creation of the Southeast Asia Treaty Organization (SEATO-1955) increased US foreign policy focus on Southeast Asia. Other relevant factors may be addressed, for example US policy interpreted Ho Chi Minh as a communist rather than a nationalist. Students may argue that US presidents feared being labelled as 'soft on communism', and that 'mission creep' from Eisenhower's military and economic aid to Kennedy's commitment of 18,000 advisors were also causes for the US decision to intervene in South Vietnam. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. To what extent were Lyndon B. Johnson's foreign policies successful?

The question requires that students consider the merits or otherwise of the suggestion that Lyndon B. Johnson's foreign policies were successful. In order to judge the extent of success, students may consider Johnson's establishment of executive branch dominance over Vietnam policy through passage of the Gulf of Tonkin Resolution, the deployment of Marines to Santo Domingo to protect US citizens and end the civil war and the pressure placed on Israel to end the Six Day War. Less successful policies may be addressed, for example the inability to achieve a successful military outcome in Vietnam, the failure to achieve a peace treaty with North Vietnam and his failure to continue the advances achieved by Kennedy's Alliance for Progress initiative in Latin America. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

33. Evaluate the impact of civil rights organizations on the ending of segregation in the south (1955–1980).

The question requires that students make an appraisal of the impact of civil rights organizations on the ending of segregation in the South from 1955 to 1980. Students may consider the impact of landmark cases like *Brown v. Board of Education* (1954), where the NAACP's (National Association for the Advancement of Colored People) legal team, led by Thurgood Marshall, successfully challenged "separate but equal" policies. Key events organized by the SCLC (Southern Christian Leadership Conference) such as the Montgomery Bus Boycott (1955-1956) and the Birmingham Campaign (1963), which were pivotal in bringing national attention to the civil rights struggle may be applied as having a positive impact. Other relevant factors may be addressed, for example, the grassroots activism of the SNCC (Student Nonviolent Coordinating Committee) in organizing the Greensboro sit-ins (1960) and Freedom Rides (1961). Students may argue that significant resistance from local governments and citizens through legal maneuvers, intimidation, and violence, exemplified by the "Massive Resistance" movement in Virginia and the backlash in Little Rock, Arkansas (1957) limited the impact of civil rights organizations. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. To what extent did Cesar Chavez advance civil rights for Hispanic Americans in the 1960s and 1970s?

The question requires that students consider the merits or otherwise of the suggestion that Cesar Chavez played a crucial role in advancing civil rights for Hispanic Americans in the 1960s and 1970s. Students may discuss the importance of the Delano Grape Strike (1965-1970), where Chavez led the United Farm Workers (UFW) in a five-year boycott that brought national attention to poor working conditions and low wages, resulting in the first successful union contract for farm workers in 1970. They may also mention his 1966 pilgrimage, a 300-mile march from Delano to Sacramento, which garnered public sympathy and media attention. Other relevant factors may be addressed, for example, how Chavez's focus on agricultural labour somewhat constrained his contributions to the broader civil rights movement, and the need for broader movements in urban areas and other sectors to address the full spectrum of issues facing Hispanic Americans. Students may acknowledge that while Chavez's efforts were significant in advancing civil rights, they were part of a larger movement that required multiple fronts of activism. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: The Americas (1980–2005)

35. “Reagan’s domestic policies were effective in achieving their aims.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Reagan’s domestic policies were effective in achieving their aims. Reagan came to office in 1981 after almost a decade of economic and political challenges. Students may argue that Reagan was able to revitalize the presidency after Watergate and the tensions of the Ford and Carter administrations. He restored confidence in the presidency, worked with Democratic leadership in Congress, and was re-elected. In terms of economic policies, Reagan reduced taxes and regulations to stimulate economic growth. Students may discuss the effects in the macroeconomic indicators that evidenced a recovery and the creation of new jobs. They may also consider Reagan’s tax-cuts and the increase in military spending. During his administration corporate investment also increased, many industries experienced a rebirth, and the tech boom started. Students may challenge the statement referring to “Reaganomics,” which left yearly deficits of \$200–\$300 billion. They may also argue that the economic boom was dependant on a decline in world commodity prices and on extensive military spending. Students may also consider the effects of policies upon individuals’ lives, discussing the effects of halted redistribution and the social impact of reducing spending on social services. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. Compare and contrast the economic challenges in **two** Latin American countries in the period after the transition to democracy.

The question requires that students give an account of the similarities and differences between the economic challenges faced by **two** Latin American countries in the period after the transition to democracy. Students may compare the amount of debt each country had that blocked their economic plans in the post- transition to democracy. In some cases, the payment of the debt was a requirement to attract foreign investments and to sign new financial and commercial treaties. The debt and its payment were also a challenge since many politicians from different parties did not agree about how to deal with it. Students may compare and contrast the state of the industrial and agricultural activities; and the impact of nationalistic and/or neoliberal policies in the economy. Problems such as the concentration of wealth, unemployment, equal access to land, etc. could also be part of the answer. Students may also compare the diplomatic relations that the new democracies were allowed to establish that could have contributed to the signing of new trade treaties. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
