

© International Baccalaureate Organization 2026

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2026

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2026

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

History
Higher level
Paper 3 – history of the Americas

5 May 2026

Zone A morning | **Zone B** morning | **Zone C** morning

2 hours 30 minutes

Instructions to students

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

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

1. Discuss the role and nature of tribute in **two** indigenous societies.
2. “Religious and political powers were always in conflict with each other.” Discuss with reference to **two** indigenous societies.

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

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

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.
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?

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

Section 6: Independence movements (1763–1830)

11. To what extent did Enlightenment ideas influence independence movements in the Americas?
12. “Independence movements had little impact on trade relations in the Americas.” To what extent do you agree with this statement?

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

13. Discuss the importance of the provisions and philosophical underpinnings of the 1787 Constitution.
14. To what extent did the British North America Act of 1867 achieve its aims?

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

15. To what extent were economic issues after 1840 the main cause of the US Civil War?
16. “Foreign relations had little impact on the outcome of the US Civil War.” To what extent do you agree with this statement?

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

17. Evaluate the contribution of international trade to the development of **two** modern nations in the Americas.
18. “Social segregation of African Americans was the most significant impact of the Jim Crow laws.” Discuss.

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

19. To what extent were political factors the most important cause for US expansionist foreign policies?
20. Evaluate the reasons for the US entry into the First World War in 1917.

Section 11: The Mexican Revolution (1884–1940)

21. “The rule of Porfirio Diaz from 1884 was unpopular.” Discuss
22. To what extent did Lázaro Cárdenas achieve his aims by 1940?

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

23. Evaluate the impact of the New Deal on the US economic system.
24. “The Great Depression presented significant challenges to democracy.” Discuss with reference to **one** Latin American country.

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

25. To what extent did the Second World War have a significant impact on women up to 1945?
26. Discuss the economic effects of the Second World War in any **two** countries of the Americas up to 1945.

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

27. To what extent were political factors the main cause of the Cuban Revolution?
28. “The reasons for the rise of military dictatorships were mostly economic.” Discuss with reference to **one** Latin American country.

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.
30. Evaluate the causes of the Quiet Revolution.

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

- 31. Discuss the changing nature of US involvement in the Vietnam War between 1964 and 1973.
- 32. To what extent were Carter's foreign policies successful?

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

- 33. Discuss the causes of the rise of radical African American activism between 1965 and 1968.
- 34. Discuss the impact made by youth culture and protests in the 1960s and 1970s.

Section 18: The Americas (1980–2005)

- 35. "There was limited change to US foreign policy under Reagan." To what extent do you agree with this statement?
 - 36. Compare and contrast the role played by political parties in **two** Latin American countries in the period after the transition to democracy.
-