

IB History of the Americas

May 2019 examinations:

Papers 1 and 2: Tuesday afternoon, May 7

Paper 3: Wednesday morning, May 8

Prescribed subject, Exam paper 1:

1 hour.

Source-based questions. (a primary source booklet is provided.)

Question 1 will have two parts, each analyzing the message of one source. (3 marks for part A, 2 marks for part B)

Question 2 will ask “with reference to its origin, purpose, and content, assess the value and limitations for historians” for one of the sources. (4 marks)

Question 3 will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject. (6 marks)

Question 4 will generally ask “using these sources and your own knowledge, explain...” (9 marks)

You should probably choose “Prescribed subject 3: The move to global war.” (It would not hurt to check the questions for subjects 2 and 4 also. Subject 2 includes the conquest of Mexico and Peru, and subject 4 includes the civil rights movement in the United States.) Answer all four questions for the subject.

Prescribed subject 3 focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Case study 1: Japanese expansion in East Asia (1931–1941)

Causes of expansion

- The impact of Japanese nationalism and militarism on foreign policy
- Japanese domestic issues: political and economic issues, and their impact on foreign relations
- Political instability in China

Events

- Japanese invasion of Manchuria and northern China (1931)
- Sino-Japanese War (1937–1941)
- The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

Responses

- League of Nations and the Lytton report
- Political developments within China—the Second United Front
- International response, including US initiatives and increasing tensions between the US and Japan

Case study 2: German and Italian expansion (1933–1940)

Causes of expansion

- Impact of fascism and Nazism on the foreign policies of Italy and Germany
- Impact of domestic economic issues on the foreign policies of Italy and Germany
- Changing diplomatic alignments in Europe; the end of collective security; appeasement

Events

- German challenges to the post-war settlements (1933–1938)
- Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
- German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war

Responses

- International response to German aggression (1933–1938)
- International response to Italian aggression (1935–1936)
- International response to German and Italian aggression (1940)

Markbands for Paper 1 Question 4

Marks	Level Descriptor
0	The response does not reach a standard described by the descriptors below.
1-3	<p>The response lacks focus on the question.</p> <p>References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.</p> <p>No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.</p>
4-6	<p>The response is generally focused on the question.</p> <p>References are made to the sources, and these references are used as evidence to support the analysis.</p> <p>Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.</p>
7-9	<p>The response is focused on the question.</p> <p>Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.</p> <p>Accurate and relevant own knowledge is demonstrated.</p>

World history topics, Exam paper 2:

1 hour, 30 minutes.

Two questions are given for each of the twelve topics.

Answer two questions, each from a different topic. (One question from one topic + one from another = two questions total)

If a question asks for reference to two regions, the four possible regions are: Africa and the Middle East, the Americas, Asia and Oceania, and Europe

Topics 10, 11, and 12 are over 20th century topics, and those are the ones you are prepared for. It is possible that topic 8 (Independence Movements, 1800-2000) and topic 9 (Evolution and Development of Democratic States, 1848-2000) may also have some you can answer.

You should choose two questions from the following topics:

World History Topic 10: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Emergence of authoritarian states

- Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system
- Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda

Consolidation and maintenance of power

- Use of legal methods; use of force; charismatic leadership; dissemination of propaganda
- Nature, extent and treatment of opposition
- The impact of the success and/or failure of foreign policy on the maintenance of power

Aims and results of policies

- Aims and impact of domestic economic, political, cultural and social policies
- The impact of policies on women and minorities
- Authoritarian control and the extent to which it was achieved

Suggested examples

Please note that the examples provided here are suggestions only.

The Americas: Argentina—Perón; Cuba—Castro; Brazil—Vargas

Europe: Germany—Hitler; USSR—Stalin; Italy—Mussolini

World History Topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

Causes of war

- Economic, ideological, political, territorial and other causes
- Short- and long-term causes

Practices of war and their impact on the outcome

- Types of war: civil wars; wars between states; guerrilla wars
- Technological developments; theatres of war—air, land and sea
- The extent of the mobilization of human and economic resources

- The influence and/or involvement of foreign powers

Effects of war

- The successes and failures of peacemaking
- Territorial changes
- Political repercussions
- Economic, social and demographic impact; changes in the role and status of women

Suggested examples

Please note that the examples provided here are suggestions only.

Africa and the Middle East: First Gulf War (1990–1991)

The Americas: Mexican Revolution (1910–1920)

Asia and Oceania: Vietnam (1946–1954 and/or 1964–1975)

Europe: Russian Civil War (1917–1922)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945)

World History Topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Rivalry, mistrust and accord

- The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR
- The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; détente
- Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race

Leaders and nations

- The impact of two leaders, each chosen from a different region, on the course and development of the Cold War
- The impact of Cold War tensions on two countries (excluding the USSR and the US)

Cold War crises

- Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

Suggested examples

Please note that the examples provided here are suggestions only.

Examples of leaders: Truman, Stalin, Khrushchev, Nixon, Mao, Castro, Brezhnev, Reagan, Gorbachev

Examples of Cold War crises:

Africa and the Middle East: Suez Crisis (1956)

The Americas: Cuban Missile Crisis (1962); Contra War (1981–1990)

Asia and Oceania: North Korean invasion of South Korea (1950); Soviet invasion of Afghanistan (1979)

Europe: Berlin blockade (1948–1949), Berlin Wall (1958–1961); Hungary (1956); the Prague spring (1968); the USSR and eastern Europe (1981–1989)

Markbands for Paper 2

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

Regional study topics, Exam paper 3:

2 hours, 30 minutes.

36 questions are given with two from each of the 18 topics.

Answer any 3 questions.

If a question asks about “one or more countries in the region,” references must be to countries in the Americas.

HL option 2: History of the Americas

Only people and events named in the guide will be named in the examination questions.

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

This section focuses on indigenous societies and cultures in pre-Columbian Americas, with an emphasis on the political, economic, social and cultural aspects of these societies. The indigenous peoples of the Americas adopted different forms of organization in the north and the south. For the last three bullets of this section, a case-study approach should be used, based on any **two** indigenous societies. This section allows for both specific knowledge of indigenous peoples, and a comparison of their cultures and development.

- Types of political organization: non-sedentary, semi-sedentary, confederations and empires; the role of local and state authorities
- The role of warfare in maintaining and expanding political organization
- Economic and social structures: role and nature of the tribute; landholding; agricultural production; systems of exchange; nature of the tribute in societies without money
- Religion: polytheistic beliefs; relationship between religious and political powers; relationship between man and nature
- Culture: written and unwritten language; contributions to scientific development and the arts

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

This section focuses on Spanish, Portuguese, French and British exploration and conquest in the Americas. It examines European exploration and conquest in Latin America, focusing particularly on Spanish and Portuguese contact with indigenous societies, as well as French and British exploration and occupation in North America. The emphasis of this section is on contact, interaction and consequences of exploration and conquest for the indigenous populations.

- Exploration and conquest in North America: Columbus; conquest of the Caribbean; French and British exploration and occupation in North America
- Exploration and conquest in Latin America: Cortés and the conquest of the Aztecs; reasons for Spanish success and Aztec defeat; Pizarro and the conquest of the Incas; later defeat of Manco Inca; reasons for Spanish success and Inca defeat
- Economic impact of exploration and conquest: exploitation of resources; acquisition of gold and silver; fur trade; tobacco trade; the “Columbian Exchange”
- Treatment of indigenous populations; Law of Burgos (1512), New Laws of the Indies (1542); assimilation; eradication; social stratification; use of indigenous labour; women; multiracial issues
- European rivalries; Treaty of Tordesillas (1494); conflicting land claims based upon exploration; impact of conflicting claims

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

This section focuses on the challenges and problems of colonial governments in the 16th, 17th and 18th centuries in the New World. It also looks at government attempts to resolve these problems, and the resistance they encountered. Political and economic structures of the colonial governments are also examined. This structure allows for a comparative approach.

- Political organization in Spanish and Portuguese America: viceroyalty system, captaincy system; Habsburg and early Bourbon rule; the Braganza rule
- Political organization in British and French North America: corporate, royal and proprietary; charters
- Colonial American economies; *encomienda*, *yanacónaje* and Mita; plantations; organization of trade; mercantilism; role of gold, silver and sugar
- Bourbon reforms and Pombaline reforms: reasons, nature and impact
- Limits of state power and resistance to authority

- Anglo-French rivalry in North America to 1763; Anglo-French relationships and alliances with indigenous peoples; French and Indian Wars

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

This section focuses on the role of religion in the New World. It explores the development and influence of the Catholic church in Spanish and Portuguese America through the 16th, 17th and 18th centuries, including the role of religious orders. For the British North-American colonies, this section examines how religion influenced the development through the 17th and 18th centuries. This section also discusses the role of the church and religious orders in New France. This structure allows for a comparative study of the role of religion in the various jurisdictions of colonial America.

- The aims of the Catholic church in Spanish and Portuguese America; its influence; resistance of indigenous populations to Christianization
- Jesuits, Franciscans and Dominicans in Spanish and Portuguese America: economic and political organization; relations with indigenous populations; challenges to government authority
- Indigenous religions and Christianity; syncretism
- Religious tolerance and intolerance in British North America: Puritans, Quakers, Anglicans and Catholics
- The Great Awakening c1720–c1760; social and political impact
- Religion in New France: Black Robes, Jesuits and Recollects

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

This section focuses on slavery in the New World. It explores the origins of slavery in the Americas and the role of the colonial powers in the Atlantic slave trade. It explores the Middle Passage, slave resistance and opposition to the slave trade in British North America, led by the Quakers. This study of slavery allows for a comparative approach across the Americas.

- Reasons for, and origins of, slavery
- Role of the colonial powers in the establishment and expansion of slavery; *asiento* system
- Economic and social impact of slavery
- Living and working conditions: the Middle Passage; social structures on plantations in the West Indies, Brazil and the southern colonies
- Slave resistance and slave rebellions
- Opposition to the slave trade and slavery: Quakers and other early abolitionists

6: Independence movements (1763–1830)

This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations.

- Independence movements in the Americas: political, economic, social and religious causes; the influence of Enlightenment ideas; the role of foreign intervention; conflicts and issues leading to war
- Political, intellectual and military contributions of leaders to the process of independence: Washington, Bolivar and San Martin
- United States: processes leading to the Declaration of Independence; influence of ideas; nature of the declaration; military campaigns/battles and their impact on the outcome
- Latin America: characteristics of the independence processes; reasons for the similarities and differences in **two** Latin American countries; military campaigns/battles and their impact on the outcome
- Attitude of the United States towards Latin American independence; nature of, and reasons for, the Monroe Doctrine
- Impact of independence on the economies and societies of the Americas: economic cost of the wars of independence; the establishment of new trade relations; impact on different social groups—specifically indigenous peoples, African Americans, Creoles

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

This section focuses on the challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations. Independent and new nations emerged; the colonial empires, with few exceptions, were gone; New World links were forged yet the colonial legacy remained. The task of

building new nations opened the doors to novel ways of political and economic thinking and to the redefining of concepts such as nation and state.

- United States: Articles of Confederation; the 1787 Constitution: philosophical underpinnings; major compromises and changes in the US political system
- Latin America: challenges to the establishment of political systems; the nature of *caudillo* rule, and regional conditions leading to its establishment; the policies and impact of *caudillo* rule in **one** country
- War of 1812: causes and impact on British North America and the United States
- Mexican–American War (1846–1848): causes and effects on the region
- Canada: causes and effects of 1837 rebellions; the Durham report and its implications; challenges to the Confederation; the British North America Act of 1867—compromises, unresolved issues, regionalism, effects

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

This section focuses on the United States' Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures
- African Americans in the New South: legal issues; the black codes; Jim Crow laws

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

This section, covering the period between the late 19th century and the early 20th century, saw forces that transformed the countries of the region. These forces are generally seen as part of “modernization”, a process that involved the progressive transformation of the economic, political and social structures of the countries of the region. With respect to the first four bullets, a case-study approach should be adopted, using **two** countries from the region as examples.

- Causes and consequences of railroad construction; industrial growth, urbanization and economic modernization; the development of international and inter-American trade; neocolonialism and dependency
- Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples
- Development and impact of ideological trends, including progressivism, Manifest Destiny, liberalism, nationalism, positivism, social Darwinism, “indigenismo” and nativism
- Social and cultural changes: developments in the arts; changes in the role of women
- Influence of leaders in the transition to the modern era: political and economic aims; the successes and failures of Theodore Roosevelt, Wilfrid Laurier and any **one** Latin American leader
- Social, economic and legal conditions of African Americans between 1865 and 1929; Plessy versus Ferguson, the Great Migration and the Harlem Renaissance; the search for civil rights and the ideas, aims and tactics of Booker T Washington, WEB Du Bois and Marcus Garvey

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

This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States' expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- Impact of United States' foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson's peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States' hemispheric status
- Involvement of either Canada or **one** Latin American country in the First World War: nature of, and reasons for, involvement
- Impact of the First World War on any **two** countries of the Americas: economic, political, social and foreign policies

11: The Mexican Revolution (1884–1940)

This section focuses on the causes, course and impact of the Mexican Revolution in a country that had experienced a lengthy period of political stability and economic growth, but enormous social inequality. The socio-economic composition of revolutionary leadership was varied—as were the aims—and the revolution was prolonged and costly. The 1917 Constitution has been described as the most progressive constitution created at this time, and it had significant influence on the political developments of the country and the region. The revolution impacted greatly on the arts, arguably representing the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage into the national identity.

- Rule of Porfirio Díaz from 1884; political control; contribution to discontent
- Causes of the Mexican Revolution: social, economic and political
- The revolution and its leaders (1910–1917): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; the 1917 Constitution—nature and application
- Construction of the post-revolutionary state (1920–1940): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state
- Lázaro Cárdenas and the renewal of the revolution (1934–1940): aims, methods and achievements
- The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions
- Impact of the revolution on women, the arts, education and music

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

This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by governments in the region, and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political and economic development in many countries in the region. With respect to the last three bullets, a case-study approach should be adopted, using **one** country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

- The Great Depression: political and economic causes in the Americas
- Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal
- Critics of the New Deal; impact of the New Deal on US political and economic systems
- Nature and efficacy of solutions in Canada: Mackenzie King and RB Bennett
- Impact of the Great Depression on Latin America; political instability and challenges to democracy; economic and social challenges
- Latin American responses to the Great Depression: import substitution industrialization (ISI); social and economic policies; popular mobilization and repression
- Impact of the Great Depression on society: specifically the impact on women and minorities; impact of the Great Depression on the arts and culture

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

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.

- Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbour policy—its application and effects
- Involvement and participation of any **two** countries of the Americas in the Second World War
- Social impact of the Second World War; impact on women and minorities; conscription
- Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War in any **two** countries of the Americas

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

This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

- The Cuban Revolution: political, social and economic causes
- Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region
- Populist leaders in **two** countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition
- Democracy in crisis: reasons for the failure of elected leaders
- Rise of a military dictatorship in **one** country: reasons for their rise to power; economic and social policies; repression and treatment of opposition
- Guerrilla movements in **one** country: origins, rise and consequences
- Liberation theology in Latin America: origins, growth and impact

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

This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties. In Canada, there is an exploration of the separatism of the Quiet Revolution.

- Truman and the Fair Deal; division within Democratic Party; congressional opposition; domestic policies of Eisenhower
- Kennedy and the New Frontier; Johnson and the Great Society
- Nixon's domestic policies; Watergate and possible impeachment; Ford's domestic policies and pardon of Nixon; Carter's domestic policies; changing composition and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections
- Domestic policies of Canadian prime ministers: St Laurent, Diefenbaker; political stability and nationalism; social and political change under Pearson and Trudeau
- Causes and effects of the Quiet Revolution; rise of Quebec nationalism, the Front de Libération du Québec (FLQ) and the October Crisis of 1970

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

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region

- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
- United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977)
- Cold War in either Canada or **one** Latin American country: reasons for foreign and domestic policies and their implementation

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

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968); Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture

18: The Americas (1980–2005)

This section focuses on changing trends in foreign and domestic policies in the Americas. In the latter decades of the 20th century, the region experienced significant political, social, cultural and economic changes. The section also considers the transitions to democracy in Latin America and the challenges encountered.

- The United States: domestic policies of presidents Reagan, GHW Bush and Clinton; challenges; effects on the United States; impact upon the hemisphere; continuities and changes in US foreign policy: Reagan, GHW Bush and Clinton; from bipolar to unilateral power; impact on the region
- Canadian domestic policies: Mulroney governments (1984–1993), collapse of the Progressive Conservative Party; Chrétien in power (1993–2003), Quebec and separatism
- Transition to democracy in **two** countries of Latin America: reasons for democratization; role of internal and external factors
- Post-transition challenges in **two** countries of Latin America: economic challenges and debt; justice and reconciliation; political parties and the role of the military
- Violent and non-violent movements in **two** countries of Latin America: causes, aims and impact; role of religion, including liberation theology
- Economic and political cooperation in the Americas: reasons for and impact
- Terrorism; 9/11 and response: domestic impact

Markbands for Paper 3

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