



CARIBBEAN EXAMINATIONS COUNCIL

CSEC[®] Caribbean History

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

Macmillan Education
4 Crinan Street, London, N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

www.macmillan-caribbean.com

ISBN 978-0-230-48217-3
© Caribbean Examinations Council (CXC®) 2016
www.cxc.org
www.cxc-store.com

The author has asserted their right to be identified as the author of this work in accordance with the Copyright, Design and Patents Act 1988.

First published 2014

This revised edition published 2016

Permission to copy

The material in this book is copyright. However, the publisher grants permission for copies to be made without fee. Individuals may make copies for their own use or for use by classes of which they are in charge; institutions may make copies for use within and by the staff and students of that institution. For copying in any other circumstances, prior permission in writing must be obtained from Macmillan Publishers Limited. Under no circumstances may the material in this book be used, in part or in its entirety, for commercial gain. It must not be sold in any format.

Designed by Macmillan Publishers Limited
Cover design by Macmillan Publishers Limited and Red Giraffe

CSEC® Caribbean History Free Resources

LIST OF CONTENTS

CSEC® Caribbean History Syllabus Extract	3
CSEC® Caribbean History Syllabus, Specimen Papers and Mark Schemes	4
CSEC® Caribbean History Subject Reports:	
2004 Subject Report	49
2005 Subject Report	60
2006 Subject Report	72
2007 Subject Report	79
2008 Subject Report	87
2009 Subject Report	97
2010 Subject Report	110
2011 Subject Report	123
2012 Subject Report	133
2013 Subject Report	145
2014 Subject Report	156
2015 Subject Report	165

Caribbean History

There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History. While a thematic arrangement has been imposed on the course of Caribbean History, the content within each theme has been stated in such a way as to permit exploration of a variety of organising principles. Nevertheless, the selection of themes and their content has been informed by a desire to promote a distinctly Caribbean perspective. This perspective acknowledges the need for a respect of human life and a cultural heritage that values harmony and cherishes diversity as a strength.

The thematic approach has been adopted because it lends itself to detailed treatment of the type that allows the student to practise the various skills of the historian. However, by grouping themes and by requiring students to study an overview, a core of topics, the syllabus seeks to maintain chronology as an important aspect of the study of history.

The syllabus consists of a Core and nine Themes. The Themes are arranged in Sections A to C. Students are required to study the Core and to study in detail one Theme from each of the three Sections (A, B, C).

- Section A
 - Theme 1: The Indigenous Peoples and the Europeans
 - Theme 2: Caribbean Economy and Slavery
 - Theme 3: Resistance and Revolt

- Section B
 - Theme 4: Metropolitan Movements towards Emancipation
 - Theme 5: Adjustments to Emancipation, 1838–1876
 - Theme 6: Caribbean Economy, 1875–1985

- Section C
 - Theme 7: The United States in the Caribbean, 1776–1985
 - Theme 8: Caribbean Political Development up to 1985
 - Theme 9: Caribbean Society, 1900–1985



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

CARIBBEAN HISTORY

CXC 03/9/SYLL 09

Effective for examinations from May–June 2011



Published in Jamaica by the Caribbean Examinations Council.

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5,
Jamaica, W.I.

Telephone: (876) 630-5200
Facsimile Number: (876) 967-4972
E-mail address: cxcwzo@cxc.org
Website: www.cxc.org

Copyright © Caribbean Examinations Council (2010)
The Garrison, St Michael BB11158, Barbados



Contents

RATIONALE	1
AIMS	2
SKILLS AND ABILITIES TO BE DEVELOPED.....	2
ORGANISATION OF THE SYLLABUS	3
FORMAT OF THE EXAMINATIONS	5
REGULATIONS FOR RESIT CANDIDATES	7
REGULATIONS FOR PRIVATE CANDIDATES	7
RECOMMENDED TIME ALLOCATION	8
THE CORE	8
THE THEMES.....	11
SECTION A	12
SECTION B	17
SECTION C	21
GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL-BASED ASSESSMENT	25
MODERATION OF SCHOOL-BASED ASSESSMENT	28
MARK SCHEME FOR RESEARCH PROJECTS	30
RESEARCH PROPOSAL	31
GUIDELINES FOR THE CARIBBEAN HISTORY ALTERNATIVE TO SCHOOL-BASED ASSESSMENT 2011 – 2017	32
<i>RESOURCES</i>	34
GLOSSARY.....	41

This document CXC 03/G/SYLL 09 replaces CXC 03/O/SYLL 00 issued in 2000.

Please note that the syllabus was revised and amendments are indicated by italics.

Please check the website, www.cxc.org for updates on CXC's syllabuses.

First published 1977

Revised 1980

Revised 1982

Reprinted with amendments 1984

Revised 1987

Revised 1993

Revised 2000

Revised 2009

Amended 2016

Caribbean History Syllabus

◆ RATIONALE

This syllabus has been guided by a particular view of the nature of history as a discipline, the educational needs of students, and the desire to promote the development of an ideal Caribbean person.

History as a discipline has three aspects - its content, its organising principles and its methods of enquiry. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985.

There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History. While a thematic arrangement has been imposed on the course of Caribbean History, the content within each theme has been stated in such a way as to permit exploration of a variety of organising principles. Nevertheless, the selection of themes and their content has been informed by a *desire to promote a distinctly Caribbean perspective. This perspective acknowledges the need for a respect of human life and a cultural heritage that values harmony and cherishes diversity as a strength.*

The thematic approach has been adopted because it lends itself to detailed treatment of the type that allows the student to practise the various skills of the historian. However, by grouping themes and by requiring students to study an overview, a core of topics, the syllabus seeks to maintain chronology as an important aspect of the study of history.

The methods of studying history, the remaining aspect of the discipline, have determined the aims and objectives stated in the syllabus. In the course of their work, historians raise questions, formulate hypotheses, gather evidence from a variety of data sources, collate and interpret information, make judgements, draw conclusions and report their findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by historians in the study of their discipline.

The acquisition of these skills equips the individual to function in fields such as Law, International Relations, Archival Science and Mass Communications. More importantly, the identified skills will produce a critical thinker who can assume leadership roles in civil society, the private and public sector. Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities.

The objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students and citizens within the Caribbean community. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches; project work, individual enquiry and research, creative representations and such traditional techniques that have helped develop historical understanding in students. This variety of appropriate teaching approaches has the advantage of allowing for individual differences among students.



◆ AIMS

The syllabus aims to:

1. develop knowledge and understanding of the experiences of the peoples of the Caribbean;
2. develop an appreciation of the creative contributions of individuals and groups in their own territory and in other territories of the Caribbean;
3. sensitise students to the concerns peculiar to their own territory and the circumstances which shaped them;
4. produce students who will have faith in their own abilities and capabilities;
5. facilitate a willingness by students to consider new ideas and points of view;
6. encourage tolerance of the viewpoints, beliefs and ways of life of other peoples;
7. stimulate sensitivity to the social, economic and political issues, conflicts and achievements in Caribbean life;
8. encourage students to examine and explore their attitudes and values and those of others in relation to the Caribbean historical experience;
9. encourage students to express their own points of view on matters of national and regional concern;
10. stimulate a willingness and a desire to read historical material on their own initiative as a leisure time activity or to update information.

◆ SKILLS AND ABILITIES TO BE DEVELOPED

The Aims stated above can be attained by developing the related skills in the student. These skills are categorised under the two broad headings. *Knowledge and Comprehension (KC) and Use of Knowledge, Enquiry and Communication (UK and EC).*

(i) Knowledge and Comprehension (KC)

The ability to:

- (i) recall basic factual information about Caribbean History covered by the syllabus;
- (ii) explain basic ideas and concepts in Caribbean History;
- (iii) understand different historical perspectives and explain why differences exist;
- (iv) understand the impact of physical geography on human activity in the Caribbean;
- (v) interpret historical data, for example, relate facts, make comparisons, deduce cause and effect.



(ii) **Use of Knowledge, Enquiry and Communication (UK&EC)**

(a) Use of Knowledge

The ability to use historical knowledge and skills to:

- (a) analyse and explain historical events;
- (b) examine causes and effects of historical events;
- (c) evaluate the impact of historical events;
- (d) weigh evidence and extract relevant information from many sources;
- (e) detect bias in different representation of historical events;
- (f) identify inconsistencies, points of view, opinions, value judgments;
- (g) assess the relevance of information to a particular problem or topic;
- (h) examine historical data and draw reasoned conclusions;
- (i) make inferences from historical evidence.

(b) Enquiry and Communication

The ability to:

- (a) read and comprehend primary and secondary sources;
- (b) read maps, diagrams, charts and graphs;
- (c) interview resource persons;
- (d) classify and order data;
- (e) use indices and reference books;
- (f) record data in various ways;
- (g) investigate historical sites;
- (h) present historical data and argument in different forms by using, for example, short and extended essays, graphs, diagrams, statistics, discussions and oral presentations, audio and video tapes.

◆ ORGANISATION OF THE SYLLABUS

The syllabus consists of a Core and *nine* Themes. The Themes are arranged in Sections A to C. Students are required to study the Core in the manner described in the objectives below, and to study in detail **one Theme from each of the three Sections (A, B, C).**

THE CORE

The Core represents an overview of the broad trends and major developments in Caribbean History with which every student of the subject should be familiar.

On completing the Core, students should be able to demonstrate knowledge and understanding of:

1. the causes and consequences of interaction within and among the major groups in the region, namely: Indigenous Peoples, Africans, Asians and Europeans;
2. enslavement and emancipation in the Caribbean;



3. the responses to challenges in the 19th century: new arrivals and the establishment of the peasantry;
4. the involvement of the United States in the Caribbean;
5. the part played by 20th century protest movements and other groups to achieve political independence.

For the Core, students should be aware of the salient facts and concepts of the topics listed below.

1. The Indigenous Peoples of the Americas.
2. The Europeans.
3. The Economic Revolution and the coming of enslaved Africans.
4. Slave Resistance.
5. Emancipation and Apprenticeship.
6. The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans.
7. The Establishment of the Peasantry, 1838 to 1900.
8. The United States' influence in the Caribbean.
9. Popular Protests in the 1930s.
10. Movements towards Independence *and Regional Integration* up to 1985.

THE THEMES

The period from the *late fifteenth century to the late twentieth century* is covered by *nine themes organised in three sections*:

Section	Theme
A	<ol style="list-style-type: none"> 1. <i>The Indigenous Peoples and the Europeans</i> 2. <i>Caribbean Economy and Slavery</i> 3. <i>Resistance and Revolt</i>
B	<ol style="list-style-type: none"> 4. <i>Metropolitan Movements towards Emancipation</i> 5. <i>Adjustments to Emancipation, 1838 - 1876</i> 6. <i>Caribbean Economy, 1875 - 1985</i>
C	<ol style="list-style-type: none"> 7. <i>The United States in the Caribbean, 1776 - 1985</i>



8. *Caribbean Political Development up to 1985*

9. *Caribbean Society 1900 – 1985*

The Core and the Themes are arranged chronologically and teachers are advised to follow this sequence. Teachers are advised to plan their lessons around the Core, but each of its topics should be taught in harmony with the related Themes that have been selected.

Students must study *three* of the Themes set out above, each selected from a different section (one from Section A, one from Section B and one from Section C).

Alternatively, students may choose to study *two* of the Themes set out above, each selected from a different section. In such cases the *third* Theme must be proposed by the school. The Theme thus proposed must:

1. be related to the section omitted;
2. be capable of substituting for a theme from the section omitted;
3. have sufficient content for one term's work;
4. be accompanied by evidence that the school possesses the relevant teaching material; and
5. first have been submitted to the Council for approval by January 1st of the year preceding the date at which the school intends to begin teaching the syllabus.

NOTE: Unless stated otherwise, whenever reference is made to the *British-colonised Caribbean*, it should be read as indicating the British West Indies, the Bahamas, Belize (British Honduras) and Guyana (British Guiana).

◆ FORMAT OF THE EXAMINATIONS

The syllabus will be examined at General Proficiency only. The examination consists of a multiple-choice paper, a free response paper and a School-Based Assessment (SBA) component, worth 35, 44 and 21 per cent of the total marks, respectively.

PAPER 01
(60 marks)
1 hour 15 minutes

Multiple Choice (35%)
This paper consists of 60 multiple-choice items based on the Core. Five items will be set on each of the 10 listed topics: the remaining 10 items will not be identified with a specific topic; but will focus on general trends and overall chronology.

PAPER 02
(75 marks)
2 hours

Short-answer and essay questions (44%)
This paper consists of 18 questions with two questions set on each of the nine themes. The paper is divided into three



sections and candidates are required to answer three questions, one from each section.

One section will consist of short-answer questions. Questions from the other sections will require responses in the form of extended essays. The sections chosen for these types of questions and responses may vary from year to year.

Some questions will be based on stimulus material to which candidates are required to respond. The stimulus material may include extracts from documents, pictures, cartoons, maps, statistical tables and graphs, and the response required may be a single sentence, a short paragraph or an essay.

Candidates must answer one question from each of the three sections of the syllabus.

PAPER 03/1
(35 marks)

School-Based Assessment (SBA) (21%)

One project set and marked by the school, using the mark scheme provided on page 26 of the syllabus.

PAPER 03/2
(35 marks)
2 hours

Alternative to School Based Assessment (21%)

Questions will be based on a set of source documents and designed to assess candidates' Use of Knowledge and Enquiry and Communication skills.

SBA will be accepted subject to the following conditions:

1. The work set must be at the appropriate difficulty level. (See 'Guidelines to Teachers for the Conduct of the School Based Assessment Component', pages 22 - 25.)
2. Where work is undertaken as a co-operative effort, each participant must present his/her own individual record of the activity.



MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

The raw marks allocated by paper and profile dimension are as follows:

PAPERS	Profile Dimension 1 (P1)	Profile Dimension 2 (P2)	Total Raw Marks
	<i>Knowledge and Comprehension (KC)</i>	<i>Use of Knowledge, Enquiry and Communication (UK&EC)</i>	
Paper 01 - Multiple Choice	60		60 (35%)
Paper 02 - Essay	30	45	75 (44%)
Paper 03/1- SBA		} 35	} 35 (21%)
Paper 03/2 - Alternative to SBA			
TOTAL	90 (53%)	80 (47%)	170 (100%)

Definitions of the SBA project and details of the documents required for external moderation, as well as the mark scheme to be used, are given in 'Guidelines to Teachers for the Conduct of the School Based Assessment component', (pages 22 to 25).

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates who have obtained 50% or more of the **moderated** score will not be required to repeat this component of the examination provided that they write the examination in the academic year immediately following their first sitting of the examination. Resit candidates who failed to achieve 50% of the **moderated** score must repeat the project during the academic year in which the examination is repeated. Resit candidates must indicate at registration that they are resit candidates.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and Paper 03/2.

Paper 03/2 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution. See pages 28 - 29 for further details.



◆ RECOMMENDED TIME ALLOCATION

It is recommended that in order to satisfy the requirements of the Caribbean History Syllabus, a minimum of four teaching periods of 30 to 40 minutes each per week be allocated.

◆ THE CORE

Students will be expected to study the following topics in order to make themselves familiar with the major developments of Caribbean History. **Teachers should teach each topic in harmony with the relevant themes that are chosen.**

A. The Indigenous Peoples of the Americas

1. Migration of *indigenous* peoples to the Americas and to the Caribbean territories (through North, Central and South America) and their interactions.
2. Geographical location of Taino (Arawak), Kalinago (Carib) and Maya.
3. Social, religious, political and economic organisation of Taino, Kalinago and Maya.

B. The Europeans

1. Factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17th century, including wind systems and ocean currents, *technology, trade, religion and national rivalry*.
2. Spanish colonisation and its effects on the indigenous populations.
3. European rivalry in the Caribbean up to 1763 - trade, piracy, warfare, privateering, buccaneering, settlement *and colonisation*.

C. The Economic Revolution and the Coming of the Africans

1. Overview of West African societies in the 15th century: economic, religious and political organisation and social relations.
2. Reasons for the change from tobacco to sugar and from logwood to mahogany.
3. Social, economic and political changes accompanying the transitions.
4. *Trade in enslaved Africans: procurement, transportation and sale in the Caribbean.*
5. Plantation Society - social, economic and political organisation.

D. Slave Resistance

1. Measures used to control enslaved Africans.
2. Forms of resistance by males and females.
3. Maroons: origins and achievements.
4. The causes of the major slave revolts (Haiti 1781 - 1804, Berbice 1763, Barbados 1816, Demerara 1823, Jamaica 1831) and the reasons for their success or failure.

E. Emancipation and Apprenticeship

1. *Reasons for the abolition of the Trans-Atlantic trade in Africans.*
2. The Amelioration proposals.
3. Social, economic and political factors which led to the abolition of slavery in the *Caribbean.*
4. The *main provisions of the* Emancipation Act and the problems of the Apprenticeship system.

F. Coming of the Chinese, Europeans, Indians and Africans

1. Push and pull factors that led to the migration of Liberated Africans, Europeans (Madeirans, Germans, French), Indians and Chinese to the Caribbean *in the 19th century.*
2. *Working and living conditions of immigrant groups in the Caribbean.*
3. Effects of immigration on the social, cultural and the economic life of the Caribbean.

G. The Establishment of the Peasantry 1838 to 1900

1. The conditions which facilitated or hindered the development of a Caribbean peasant population and the *growth* of the free village movement in the Caribbean to the end of the 19th century.
2. The development of an Indo-Caribbean peasantry in Trinidad and Guyana.
3. *Contribution* of the peasantry *to* the social and economic life of the Caribbean.

H. The United States' Influence in the Caribbean

1. Economic, political and ideological factors which influenced the United States' interest in the Caribbean up to 1962.
2. *Reasons for United States' intervention in the following territories: Cuba and Puerto Rico (1898); Panama (1904); Haiti (1915) and the Dominican Republic (1916) and Grenada (1983).*
3. The economic, political and cultural effects of United States' imperialism in the English speaking Caribbean up to 1985.
4. United States reaction to Cuban Revolution 1959 - 1962.

I. Popular Protests in the 1930s

1. The economic, political and social factors which created the protests of the 1930s in the Caribbean.
2. *The role of outstanding male and female protest leaders.*
3. Consequences of the protests - the Moyne Commission, the development of trade unions and political parties; the emergence of male and female personalities.

J. Movements Towards Independence and Regional Integration up to 1985

1. *Attempts at unification up to 1962 and reasons for failure and the results.*
2. Constitutional steps towards Independence in the British-colonised *territories*.
3. Constitutional arrangements *in the French and Dutch Antilles and Puerto Rico*.

◆ THE THEMES

1. The Themes are arranged in chronological sequence and teachers are advised to maintain this arrangement by planning their lessons around the Core. The Themes that are chosen, however, require more in-depth study.
2. Schools may offer a theme not listed in the syllabus (see page 5 for the rules governing this option).

Candidates are required to study *three* Themes in depth, one from each of the following sections:



◆ **SECTION A**
THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS

SPECIFIC OBJECTIVES

Students should be able to:

1. *describe the migratory and settlement patterns of the indigenous peoples in the Caribbean up to the arrival of the Spanish in 1492;*
2. *describe the social, political and economic practices of the indigenous peoples in the Americas up to 1492;*
3. *explain the relationship between the main art forms and the beliefs and technology of the indigenous peoples;*
4. *explain the factors that led to Columbus' voyages;*
5. *assess the impact of the Europeans on the indigenous peoples up to 1600;*
6. *assess the impact of the indigenous peoples on the Europeans up to 1600.*

CONTENT

1. *Migration and settlement patterns.*
2. *Taino, Kalinago and Maya practices:*
 - (a) *Interaction among social groupings of each people;*
 - (b) *Political systems and leadership roles;*
 - (c) *Economic patterns - levels of self-sufficiency, acquisition of surplus.*
3. (a) *Indigenous art forms - architecture, music, painting, pottery, sculpture, dance.*
(b) *Indigenous beliefs and technology:*
 - (i) *Polytheism - types of gods/goddesses;*
 - (ii) *Animism;*
 - (iii) *Ancestral worship and sacrifice;*
 - (iv) *Scientific applications - mathematics, agriculture, astronomy.*



SECTION A

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS (cont'd)

4. *Motivating factors that led to Columbus' voyages - "Gold, God, Glory".*

5. *Impact of the Europeans on the Indigenous peoples:*
 - (a) *Demographic changes;*
 - (b) *Colonisation;*
 - (c) *Cultural imposition;*
 - (d) *Economic destabilisation.*

6. *Impact of the Indigenous peoples on the Europeans:*
 - (a) *Introduction of crafts, agricultural products;*
 - (b) *Provision of labour;*
 - (c) *Diseases.*



SECTION A

THEME 2: CARIBBEAN ECONOMY AND SLAVERY

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the change from tobacco to sugar and logwood to mahogany;
2. assess the social, political and economic consequences of the changes in (1) above;
3. explain the reasons for the enslavement of Africans in the Caribbean;
4. describe the Trans-Atlantic Trade in Africans;
5. *describe the ways in which African labour was used in areas other than sugar production;*
6. describe the organisation of a typical sugar plantation;
7. describe the manufacturing processes on a typical sugar plantation before 1838;
8. identify the markets for the products in (7) above, before 1850;
9. describe African cultural forms in the Caribbean up to 1838;
10. describe the social relations in slave society.

CONTENT

1. *Economic revolutions: sugar and mahogany.*
2. *Social, political and economic consequences.*
3. *Accessibility, affordability, demand, attempts to justify enslavement of Africans.*
4. *Trans-Atlantic Trade – Organisation, Impact on West African societies, and experiences of its victims.*
5. *Mahogany, logwood, cotton, coffee and cocoa production.*
6. *Physical layout and use of labour (male and female).*



SECTION A

THEME 2: CARIBBEAN ECONOMY AND SLAVERY (cont'd)

7. *Sugar production: field, factory and shipping; rum production: fermentation, distillation, ageing and bottling.*
8. *Markets for sugar and rum; profitability, risks.*
9. *African cultural forms: religion, language, dress, music, dance, food, and medicine.*
10. *Social relations: class, gender, ethnic relations.*



SECTION A

THEME 3: RESISTANCE AND REVOLT

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the various forms of slave control in the British, French and Spanish Caribbean;
2. evaluate the various forms of resistance of enslaved men and women;
3. explain the origins and development of Maroon societies in Jamaica, Suriname and Guyana;
4. explain the origins and course of the Haitian Revolution up to 1804;
5. assess the effects of the Revolution on Haiti and the wider Caribbean;
6. explain the causes, nature and consequences of major revolts.

CONTENT

1. *Slave control: legal, economic, psychological, social, ideological, physical and cultural.*
2. *Forms of resistance (male and female): insurrectionary and non-insurrectionary.*
3. *Maroon societies: origins and development.*
4. *The Haitian Revolution: causes and course.*
5. *Consequences of the Revolution for Haiti and the wider Caribbean – social, economic and political.*
6. *Major revolts (Berbice, 1763; Barbados, 1816; Demerara, 1823; Jamaica, 1831) - causes, nature, consequences.*



◆ SECTION B

THEME 4: METROPOLITAN MOVEMENTS TOWARDS EMANCIPATION

SPECIFIC OBJECTIVES

Students should be able to:

1. assess the effects of nineteenth century revolts on the emancipation process;
2. assess the attitudes and arguments advanced by interest groups;
3. compare the course of the British, French and Spanish anti-slavery movements;
4. describe the British and French Amelioration policies;
5. evaluate the clauses of the 1833 Act of Abolition (Emancipation Act);
6. *assess the workings of the Apprenticeship system up to 1838;*
7. analyse the terms of the 1833 Act of Emancipation.

CONTENT

1. *Responses to revolt: negative effects on slavery, positive effects on the emancipation process.*
2. *Attitudes towards slavery; arguments of interest groups for and against slavery - Economic, humanitarian, religious.*
3. *Anti-slavery movements: early protest, organised campaign, Caribbean reactions, outstanding personalities.*
4. *Amelioration: aims, features, results.*
5. *British Emancipation Act: main clauses – freedom, apprenticeship, compensation.*
6. *Apprenticeship: features, conditions, responses, results.*
7. *The Emancipation Act: attitude to planters, attitude to ex-slaves.*



SECTION B

THEME 5: ADJUSTMENTS TO EMANCIPATION, 1838 - 1876

SPECIFIC OBJECTIVES

Students should be able to:

1. identify the problems affecting the sugar industry in the English-speaking Caribbean 1838-1854;
2. describe the attitudes to labour in the English-speaking Caribbean after 1838;
3. account for the various schemes of migration as a solution to the problems of labour;
4. assess the effects of immigration on the sugar industry and the impact of selected migrant groups on society;
5. evaluate the impact of the free village settlements in the English-speaking Caribbean;
6. assess the contribution of free peasants to Caribbean society;
7. explain the reasons for the adoption of Crown Colony Government in the English Caribbean in the 19th century.

CONTENT

1. *Problems of sugar industry: labour, capital, technology, free trade.*
2. *Attitudes to labour: landowners, employers, free persons.*
3. *Schemes of migration: European, African, Madeirans, Indians, Chinese.*
4. *Economic effects of migration: supply, production, viability; Impact of migrants on society - Indians, Chinese, Madeirans.*
5. *Emergence of Free villages: outstanding personalities attitudes, responses, enabling factors; Impact: labour supply on plantation, utilities, social services (schools).*
6. *Contribution of peasantry: social, economic and political.*
7. *Crown Colony government: Old Representative Government, popular disaffection, changing Colonial Office policy.*



SECTION B

THEME 6: *CARIBBEAN ECONOMY 1875 -1985*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the factors that created the crisis in the British-colonised Caribbean sugar industry in the late 19th century;
2. assess the measures taken to resolve the crisis in the British-colonised Caribbean sugar industry during late 19th century and early 20th century;
3. *analyse the factors that led to the growth of the Cuban sugar industry in the 19th century;*
4. explain the factors that encouraged the growth and survival of alternate agricultural enterprises in the British-colonised Caribbean up to 1935;
5. explain the factors that led to the establishment and growth of the extractive and service industries in the Caribbean up to 1985;
6. assess the effects of industrialisation on the English-speaking Caribbean.

CONTENT

1. *Factors which caused decline:*
 - (a) *Environmental.*
 - (b) *Trade Regulations.*
 - (c) *Technological backwardness.*
 - (d) *Factors of production.*
 - (e) *Competition from beet producers (effect on process).*
2. *Measures to resolve crisis:*
 - (a) *Imperial policies.*
 - (b) *Markets.*
 - (c) *Science and Technology.*



SECTION B

THEME 6: *CARIBBEAN ECONOMY 1875 -1985 (cont'd)*

3. *Growth of Cuba's sugar industry:*
 - (a) *Investments.*
 - (b) *Advanced Technology.*
 - (c) *Entrepreneurship.*
 - (d) *Markets.*

4. *Growth and survival of alternative agriculture:*
 - (a) *Government policies.*
 - (b) *Education and training.*
 - (c) *Markets.*
 - (d) *Investment Capital.*
 - (e) *Entrepreneurship.*

5. *Industrial development factors:*
 - (a) *Natural resources.*
 - (b) *Government policies.*
 - (c) *Investment capital.*
 - (d) *Technology.*
 - (e) *Methods of communication.*
 - (f) *Human Resources.*

6. *Effects of industrialisation:*
 - (a) *Urbanisation.*
 - (b) *Occupations.*
 - (c) *Impact on women – social, economic, political.*
 - (d) *Standard of living.*



◆ SECTION C

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. *assess the reasons for United States' interest in the Caribbean between 1776 - 1870;*
2. *explain the factors responsible for United States' involvement in the selected Caribbean territories 1898 - 1985;*
3. *assess the consequences of the United States' involvement in selected Caribbean territories 1898 - 1985;*
4. *describe the policies of the Castro revolution;*
5. *assess the United States' response to the Castro revolution, 1959 - 1962;*
6. *explain the impact on the Caribbean of the Castro revolution between 1959 - 1985;*
7. *assess the impact of United States' involvement in the English-speaking Caribbean between 1939 - 1985.*

CONTENT

1. *Reasons for United States' interest in the Caribbean:*
 - (a) *Defence.*
 - (b) *Expansionism.*
 - (c) *Trade and Investments.*
 - (d) *United States ideology.*
2. *Factors/conditions - imperialism, trade routes, national security; political instability; foreign interferences; ideological conflict as seen in:*
 - (a) *Cuba (1898).*
 - (b) *Puerto Rico (1898).*
 - (c) *Panama (1903).*



SECTION C

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776 – 1985 (cont'd)

- (d) *Haiti (1915).*
 - (e) *Dominican Republic (1916).*
 - (f) *Grenada (1983).*
3. *Economic, political and cultural consequences of United States' involvement in territories listed in (2) above.*
- (a) *Policies of the Castro revolution:*
 - (i) *Political, economic and social reforms.*
 - (ii) *Consolidation of the revolution.*
 - (iii) *Nationalism and Communism.*
 - (iv) *Opposition to the United States.*
4. *United States' response:*
- (a) *Political and economic embargo;*
 - (b) *Ideological warfare;*
 - (c) *Military intervention;*
 - (d) *International pressure;*
5. *Impact of Castro revolution:*
- (a) *Spread of socialism;*
 - (b) *Creation of United States economic and political spheres of influence;*
 - (c) *Anti-communistic campaign;*
 - (d) *The Cold War.*
6. *Impact of United States' involvement in the English-speaking Caribbean:*
- (a) *Economic effects;*
 - (b) *Political effects;*
 - (c) *Cultural effects.*

SECTION C

THEME 8: CARIBBEAN POLITICAL DEVELOPMENT UP TO 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the failure of the major attempts at unification in the British-colonised Caribbean before 1939;
2. assess the relationship between popular protest and political developments in the Caribbean between 1935-1958;
3. explain the reasons for the establishment of a federation of the British West Indies between 1945 and 1958;
4. explain the reasons for the failure of the British West Indies Federation in 1962;
5. describe the contribution made to Caribbean integration by outstanding personalities (male and female) in the English-speaking territories.
6. describe constitutional arrangements used by non English-speaking Caribbean territories as alternatives to independence.

CONTENT

1. *Early attempts - Leeward Islands 1674, Leeward Islands 1871, Windward Islands 1874 - 1876. Economic, political and social reasons for failure.*
2. *Moyne Commission, outcomes of protests and riots, trade unions, political parties, adult suffrage and self - government.*
3. *Movement to establish a federation: Reasons for unity - economic, social and political similarities. Role of the Colonial office.*
4. *Reasons for failure - economic, political, and social factors.*
5. *Personalities involved in integration: early life, education, career, philosophy, impact on movement.*
6. *Alternatives to independence:*
 - (a) *Plebisite and Commonwealth - Puerto Rico;*
 - (b) *Tripartite kingdom - Netherland Antilles;*
 - (c) *Départments - French Islands.*



SECTION C

THEME 9: CARIBBEAN SOCIETY, 1900 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the social and economic conditions existing in the Caribbean between 1900 and 1935;
2. outline efforts made to improve social conditions by different agents;
3. describe various aspects of social life;
4. explain the reasons for the emergence of various religious groups in the Caribbean;
5. assess the implications of membership in the various groups.

CONTENT

1. *Social and economic conditions (i) housing; (ii) cost of living; (iii) working conditions; (iv) unemployment; (v) health.*
2. *Organisations involved in improving living conditions: trade unions; governments (policies); women's organisation; United Negro Improvement Association (UNIA).*
3. *Aspects of social life: (i) ethnic/race relations; (ii) festivals and celebrations; (iii) recreation; (iv) transport and communication; (v) art forms (architecture, visual and performing arts).*
4. *Religious groups: (i) Christian Churches - Established and Evangelical; (ii) Hindu; (iii) Muslim; (iv) African - Christian syncretic religions, for example, Orisha, Shango; Kumina, Revivalism, Spiritual Baptists; (v) indigenous religions, for example, Rastafarianism.*
5. *Implications of membership: social, economic and political.*



◆ GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL-BASED ASSESSMENT

RATIONALE

School-Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring knowledge, skills and attitudes that are critical to the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting valid assignments for the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of critical skills and abilities and enhances the validity of the examination scores on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

SBA REQUIREMENTS

*The School Based Assessment component of the Caribbean History Syllabus is a single research project. The area of research for the project may be selected from **either the Core, Themes or some aspect of Local History (see requirements on pages 6-7).***

Every school candidate who enters for the History examination must submit a research project. Students may work individually or in groups to research a specific topic. However, each student must produce an original report. No two reports from the same group should be identical. The report should be 1000 words in length (not including illustrations) and should include a bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

The research project should be neatly hand-written or if typed, must be double spaced. Any audio-visual materials used for a project should be submitted as part of the report for that project.

*The teacher will be required to approve the research topic to be investigated, guide the candidate during the process of research and mark the completed work according to the guidelines provided by CXC, and submit the marks to the Council **by 30 April** in the year of the examination.*

SPECIFIC OBJECTIVES

The following Specific Objectives have been designed for the School-Based Assessment.

Candidates should be able to:

1. *identify an area of research appropriate to the Core, Theme or Local History;*
2. *develop a rationale for selecting the area of research;*
3. *identify and evaluate different sources of evidence (primary and secondary);*
4. *analyse and interpret the information with respect to the research question;*
5. *make conclusions which are fully supported by the evidence;*
6. *present their findings in acceptable language.*

SPECIFIC GUIDELINES FOR RESEARCH PROJECT

The research topic

1. *The research topic must be written in the form of a question.*
2. *It should be testable, that is, students should be able to collect information to answer the question.*
3. *It should be stated clearly, specifying the exact time frame to be used in answering the question.*

Examples of research topics

1. *In what ways did Taino culture differ from that of the Mayan in the pre-Columbian period?*
2. *To what extent is it true to say that the 18th century French slave laws and practice were more humane than those of the British?*
3. *“In its treatment of the workers, Indian Indentureship between 1845 and 1917 in Trinidad proved to be simply another form of slavery’. Does the evidence support this statement?*
4. *Is it true to suggest that social conditions in the British Caribbean in the 1930’s, showed little or no improvement over that of the 1830’s?*
5. *What evidence is there to show that Spanish Town was the capital of Jamaica (or St. Joseph was the capital of Trinidad) in the 16th century?*



Gathering the evidence

The most frequently-used ways of gathering the evidence to answer the question are:

Primary Sources – first hand evidence, for example, diaries, letters, official records. These are obtainable in museums, archives and some libraries. A candidate presenting a paper on the first topic above, for example, should be able to find Taino artifacts in the local museum and could take photographs of these as evidence of Taino culture. Mayan artifacts could then be sourced from books on the Mayan in the school library and the differences between the two cultures could then be used as evidence to answer the question. For the last question in the sample, a candidate, using a camera, will find many examples of Spanish architecture, street names and so on, to present useful evidence of Spanish occupation in the respective islands.

Secondary Sources – second hand evidence, for example, books, newspapers, and magazine articles. These sources are more widely used in History and are easily available in most libraries.

Managing the project

The project is worth 21% of the total marks and 21% of the allocated class time should be devoted, therefore, to the project. This will allow time for teachers to explain the requirements, to discuss the assessment criteria and allow time for discussion of project work.

Planning

It is important to start planning for the project work early. Agreed deadlines should be established. Dates for the following activities should be set.

1. *submission of research title;*
2. *description of research project (two or more sentences);*
3. *completion of information collection;*
4. *submission of first draft;*
5. *research project completion.*

Length

The length of the project should be between 1000 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. *Candidates should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the quality of achievement at every evaluative level.*



2. *It should be clearly emphasised to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.*
3. *The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive enquiry, suggesting sources of information, advising on content and clarity in the writing of the research project.*

Authenticity

Teachers should ensure that each research project is the work of the candidate. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following techniques:

- *discussions with the candidate;*
- *having candidates explain primary and secondary sources needed and summarise findings;*
- *having students complete aspects of the research project during class time.*

◆ MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignments that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

TEACHER'S CHECK LIST

CRITERIA	NATURE OF THE PROJECT/ASSIGNMENT	YES	NO
VALIDITY OF THE PROJECTS	1. <i>I had a brainstorming session with my class to share information on topics available from the Core, Theme or Local History that could be used for SBA.</i>		
	2. <i>I approved all my students' research proposals.</i>		
	3. <i>I monitored students' progress by giving them feedback as to the quality of their work and availability of resource materials.</i>		
	4. <i>I advised students of dates for completion of their papers.</i>		
	5. <i>I collected and marked the projects, took copies as records and submitted samples in keeping with CXC guidelines.</i>		
TEACHING STRATEGY	6. <i>I collaborated with students on the objectives of the investigation, the content required, the primary and secondary sources available, and the type of evidence required for answering the question.</i>		
	7. <i>I motivated students by triggering relevant prior knowledge about the topic they were investigating.</i>		
	8. <i>I guided them as needed and gave feedback before assessing performance.</i>		
ASSESSMENT	9. <i>I marked the projects, following the mark scheme in the syllabus.</i>		
PRESENTATION	10. <i>Candidates' reports are submitted in SIMPLE soft-backed folders of "Quarto" or "A4" size.</i>		
	11. <i>The candidates' name and registration number, title of the study and the name of the school are clearly written on the outside of the folder AND on the FIRST page.</i>		
	12. <i>A table of contents is included at the beginning of the research project.</i>		
	13. <i>The presentation, handwritten or typed, is neat and legible.</i>		
	14. <i>All illustrations are placed appropriately in the body of the text.</i>		
	15. <i>Candidates have a bibliography which represents an alphabetical list of the sources consulted for the research project.</i>		
	16. <i>In cases where greater detail cannot fit in the body of the work, candidates have used an appendix at the end of the project.</i>		

◆ MARK SCHEME FOR RESEARCH PROJECTS

The project, which is expected to cover one term's work, should be marked out of 35.

CRITERIA		P2 (UK + EC)
1.	<u>Identify an Area of Research (2 marks)</u> <ul style="list-style-type: none"> - Area of research clearly identified - Area of research not clearly identified 	2 marks 1 mark
2.	<u>Develop a Rationale (3 marks)</u> <ul style="list-style-type: none"> - Rationale for selecting area of research fully developed - Satisfactory development of rationale - Limited development of rationale 	3 marks 2 marks 1 mark
3.	<u>Collection of Data (8 marks)</u> <ul style="list-style-type: none"> - Excellent use of sources - Good use of sources - Satisfactory use of sources - Weak use of sources 	7-8 marks 5-6 marks 3-4 marks 1-2 marks
4.	<u>Analysis and Interpretation (6 + 4 = 10 marks)</u> (a) <ul style="list-style-type: none"> - Excellent analysis of data - Satisfactory analysis of data - Weak analysis of data (b) <ul style="list-style-type: none"> - Conclusions are fully supported by the data - Conclusions are partially supported by the data - Conclusions are minimally supported by the data 	5-6 marks 3-4 marks 1-2 marks 4 marks 2-3 marks 1 mark
5.	<u>Presentation and Documentation (6+ 6 = 12 marks)</u> (a) <ul style="list-style-type: none"> - Excellent language skills - Satisfactory language skills - Weak language skills (b) <ul style="list-style-type: none"> - Excellent use of the conventions for writing a research paper - Satisfactory use of the conventions for writing a research paper - Weak use of the conventions for writing a research paper 	5-6 marks 3-4 marks 1-2 marks 5-6 marks 3-4 marks 1-2 marks
TOTAL		35 marks

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN HISTORY (SBA)

RESEARCH PROPOSAL

To be attached to each requested sample script

Teachers are advised to make a duplicate copy for each student.

To be completed by (Teacher will suggest a date)

NAME OF CANDIDATE: _____ CANDIDATE'S NUMBER: _____

NAME OF TEACHER: _____ NAME OF SCHOOL: _____

YEAR OF EXAMINATION: _____ SCHOOL CODE: _____

AREA OF RESEARCH:

BASIC OUTLINE OF STUDY:

(a) What is the rationale/aim of your study?

(b) How will you obtain your data?

(c) How do you intend to present the data?

TEACHER'S SIGNATURE: _____

CANDIDATE'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

DATE: _____



◆ GUIDELINES FOR THE CARIBBEAN HISTORY ALTERNATIVE TO SCHOOL-BASED ASSESSMENT 2011 - 2017

The Alternative to the School-Based Assessment in Caribbean History (Paper 03/2), takes the form of a written examination. The questions on Paper 03/2 will be drawn from the **CORE** of the syllabus. This paper will be weighted in the same way as the Paper 03/1 (SBA) for school candidates, as shown in the table below.

Use of Knowledge, Enquiry and Communication (UK and EC)	% of Total Exam
35	21%

Paper 03/2 consists of five compulsory questions requiring written responses that may vary in length and detail from a few sentences to one or more paragraphs. Questions will be based on primary and secondary source documents presented in the form of maps, charts, illustrations, tables or extracts from textbooks and other documents. The topics chosen for examinations will vary from year to year and will test the candidates' ability to employ skills of enquiry, communication, critical thinking and decision-making. Candidates are advised to familiarise themselves with the research activities listed below, in order to prepare adequately for Paper 03/2. **Please note that candidates taking Paper 03/2 must NOT submit a research project.**

A candidate preparing for the Alternative Paper to the School-Based Assessment will develop skills to:

1. interpret historical data presented in the form of maps, diagrams, charts, graphs and written documents;
2. relate facts;
3. make comparisons;
4. deduce cause and effect;
5. deduce means and ends;
6. weigh evidence;
7. detect bias;
8. identify inconsistencies, points of view, opinions, value judgements;
9. assess the relevance of information to a particular problem or topic;
10. draw reasoned conclusions; and
11. make inferences from historical evidence.

In order to enhance your performance on Paper 03/2, you **may** also wish to:



1. select a topic to investigate from the CORE;
2. collect information on the topic from different perspectives, for example, political, social and economic;
3. read the views of different authors on the topic from at least one primary and two secondary sources;
4. discuss the topic with other Caribbean History students, teachers and any accessible resource persons;
5. analyse the information in task 3 above, using where appropriate, graphs, charts, tables, maps, diagrams and photographs to support your arguments.

Candidates are also advised to familiarise themselves with the perspectives of different writers on the topics that are presented in the CORE of the syllabus. Primary source documents from books, such as *Caribbean Generations* by Shirley C. Gordon are highly recommended for this purpose. The table below lists the areas of the CORE from which questions will be set for Paper 03/2.

YEAR OF EXAMINATION	TOPICS FROM THE CORE
2011	<i>Emancipation and Apprenticeship</i>
2012	<i>The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans</i>
2013	<i>The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans</i>
2014	<i>The Establishment of the Peasantry, 1838 to 1900.</i>
2015	<i>The Establishment of the Peasantry, 1838 to 1900.</i>
2016	<i>The United States' influence in the Caribbean.</i>
2017	<i>The United States' influence in the Caribbean.</i>
2018	<i>Emancipation and Apprenticeship</i>
2019	<i>The coming of the Chinese, Europeans (Madeirans, Germans, French) Indians and Africans</i>
2020	<i>The coming of the Chinese, Europeans (Madeirans, Germans, French) Indians and Africans</i>

◆ RESOURCES

GENERAL BACKGROUND READING

- Ashdown, P. *Caribbean History in Maps*. Port-of-Spain: Longman Caribbean, 84p., 1979.
- Beckles, H. McD.
Shepherd, V. A. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems*. London: Cambridge University Press, 240p., 2004.
- Beckles, H. McD.
Shepherd, V. A. *Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood*. London: Cambridge University Press, 301p., 2006.
- Claypole, W. *Caribbean Story (New Edition)*. Harlow, England: Longman Caribbean, Robottom, John 2v., 1980 -1981.
- Cripps, L. L. *The Spanish Caribbean, From Columbus to Castro*. Boston: G.K. Hall, 251p., 1979.
- Gordon, S. *Caribbean Generations: A CXC History Source Book*. Port-of-Spain: Longman Caribbean, Kingston, 338p., 1983.
- Greenwood, R. *A Sketch Map History of the Caribbean*. London: Macmillan Caribbean, 234p., 1991.
- Hall, D. *The Caribbean Experience: An Historical Survey*. London: Heinemann Educational Books, 146p., 1982.
- Higman, B. (ed) *Trade, Government and Society in Caribbean History, 1700-1920: Essays Presented to Douglas Hall*. Kingston: Heinemann Educational Books, 172p., 1983.
- Knight, F. W. *The Modern Caribbean*. Chapel Hill: University of North Carolina Press, Palmer, Colin A (eds), 382p., 1989.
- Lewis, G. K. *Main Currents in Caribbean Thought*. Kingston: Heinemann Educational, 375p., 1983.
- Lewis, G. K. *The Contemporary Caribbean: A General Overview*. Washington D.C.: International Centre for Scholars, 32p., 1985.
- Reid, B. A. *Myths and Realities of Caribbean History*. Alabama: University of Alabama Press, April 2009.
- Rogozinski, J. A. *Brief History of the Caribbean: From the Arawak and the Carib to the Present*, Facts on Files. New York: 324p., 1992.
- Shepherd, V. A. *Women in Caribbean History – The British Colonized Territories*. Kingston: Ian Randle, 1999.



Watts, D. *The West Indies: Patterns of Development, Culture and Environmental Change Since 1492*. New York: Cambridge University Press, 609p. 1987.

THE CORE

Albert, B. and Graves, A. (eds) *Crisis and Change in the International Sugar Economy 1860-1914*. Norwich: ISC Press, 1984.

Blackburn, R. *The Overthrow of Colonial Slavery 1776-1848 Verso*. London: 1998.

Beckles, H. McD. Shepherd, V. A. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems*. London: Cambridge University Press, 240p., 2004.

Beckles, H. McD. Shepherd, V. A. *Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood*, London: Cambridge University Press, 301p., 2006.

Craton, M. *Testing the Chains: Resistance to Slavery in the British West Indies*. Ithaca: Cornell University Press, 1982.

Demas, W. G. *Essays on Caribbean Integration and Development*. Kingston: Institute of Social and Economic Research, University of the West Indies, 1976.

Dookham, I. *The US in the Caribbean*. London: Collins Caribbean, 1985.

Green, W.A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment, 1830-1865*. Oxford: Clarendon Press, 1991.

Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492-1797*. New York: Routledge, Methuen, 1986.

Lewis, Sir W. A. *Labour in the West Indies: The Birth of a Workers' Movement*. London: New Beacon Books, 1977.

Maingot, A. P. *The United States and the Caribbean*. London: Macmillan Press, 1994.

Pares, R. *War and Trade in the West Indies*. London: Frank Cass, 1963.

Reid, Basil A. *Myths and Realities of Caribbean History*. Port of Spain: Scrip-J. 119p., 2006.

Wilson, S.M., (ed.) *The Indigenous People of the Caribbean*. Gainesville: University Press of Florida, 1997.

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS

Anthony, M. *The Golden Quest: The Four Voyages of Christopher Columbus*. London: Macmillan and Basingstoke, 205p., 1992.

Coe, M.D. *The Maya*. New York: Thames and Hudson, 1984.

Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492-1797*. Routledge, 1986. Methuen, New York. 348p.



- Parry, J. *The Age of Renaissance: Discovery, Exploration and Settlement*. Berkeley: University of California Press, 1981.
- Rouse, I. *The Tainos*. New Haven: Yale University Press, 1992.
- Wilson, S. M. (ed.) *The Indigenous People of the Caribbean*. Gainesville: University Press of Florida, 1997.

THEME 2: CARIBBEAN ECONOMY AND SLAVERY

- Boahen, A. *Topics in West African History*. London: Longmans, 1966.
- Curtin, P. D. *The Atlantic Slave Trade- A Census*. Madison: University of Wisconsin Press, 1965.
- Dunn, R. S. *Sugar and Slaves: The Rise of the Planter Class in the English West Indies 1624-1713*. Norton: New York and North Carolina Press, 359p., 1972.
- Goveia, E. *Slave Society in the British Leeward Islands at the End of the Eighteenth century*. New Haven: Yale University, 1965.
- Goveia, E. *The West Indian Slaves Laws of the Eighteenth Century*. London: Caribbean University Press, 1970.
- Hamilton-Willie, D. *The Caribbean Economy and Slavery*. Kingston, Jamaica: Jamaica Publishing House Limited, 57p., 2001.
- Morrissey, M. *Slave Women in the New World: Gender Stratification in the Caribbean*. Lawrence: University Press of Kansas, 202p., 1989.
- Patterson. O. *The Sociology of Slavery; An Analysis of the Origin, Development and Structure of Negro Slave Society in Jamaica*. London: Macgibbon and Kee, 1967.
- Sheridan, R. B. *Sugar and Slavery*. Kingston, Jamaica: Canoe Press, 1994.

THEME 3: RESISTANCE AND REVOLT

- Bryan, P. *The Haitian Revolution and its Effects*. Kingston: Heinemann, 56p., 1984.
- Craton, M. *Testing the Chains: Resistance to Slavery in the British West Indies*. Ithaca: Cornell University Press, 389p., 1982.
- Fick, C. E. *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 355p., 1990.
- Hamilton-Willie, D. *Resistance and Revolt*. Kingston: Jamaica Publishing House Ltd. 84p., 2003.
- Mathurin, L. *The Rebel Woman in the British West Indies During Slavery*. Kingston: African-Caribbean Publications, 41p., 1975.



Mckenzie, C., Vacianna, J. and Campbell, C. *The Jamaican Historical Review Vol XXIII 2007, Special Issue on Haiti in the Early Nineteenth century*, Jamaican Historical Society.

Thompson, A. *Flight to Freedom: African Runaways and Maroons in the Americas*. Kingston: University of the West Indies Press, 2006.

THEME 4: METROPOLITAN MOVEMENT TOWARDS EMANCIPATION

Blackburn, R. *The Overthrow of Colonial Slavery 1776-1848*. Verso, London: 1988. 560p.

Green, W.A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment 1830-1865*. Clarendon Press, London, 1991. 449p.

Hamilton-Willie, D. *Movements Towards Emancipation*. Kingston, Jamaica: Jamaica Publishing House Ltd, 45p., 2004.

Hayward, J. (ed.) *Out of Slavery: Abolition and After*. London: Frank Cass, 200p., 1985.

Rose, J. (ed.) *"The Anti Slavery Movement"*, Guyana Review 7, August 1993,

Scott, R. *Slave Emancipation in Cuba: The Transition of Free Labor, 1860-1899*. New Jersey: Princeton University Press, 319p., 1985.

Williams, E. *Capitalism and Slavery*. Deutsch, London: 285p., 1972.

THEME 5: ADJUSTMENTS TO EMANCIPATION, 1838-1876

Gordon, S. *Our Cause for his Glory: Christianisation and Emancipation in Jamaica*. Kingston: The Press, University of the West Indies, 1998.

Green, W. A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment, 1830-1865*. Oxford: Clarendon Press, 449p., 1991.

Hamilton-Willie, D. *Adjustments to Emancipation 1838 – 1876*. Kingston: Jamaica Publishing House Ltd, 82p., 2007.

Lawrence, K.O. *The Evolution of Long-term Contracts (in Labour Contracts in) Trinidad and British Guiana, 1834-1863, [59-67]*, Jamaica Historical Review, 5, 1965.

Marshall, W. K. *Peasant development in the West Indies since 1838 [252-63]*, Social and Economic Studies, 17, 1968.

Riviere, W. E. *"Labour Shortage in the British West Indies After Emancipation"*, Journal of Caribbean History 4, 1-30, 1972.

Roopnarine, L. *Indo-Caribbean Indenture: Resistance and Accommodation, 1838-1920*, Kingston: University of the West Indies Press, 176p.1-14, 2007.



Thomas, M. E. *Jamaica and Voluntary Labor from Africa, 1840-1865*. Gainesville: University Presses of Florida, 211p., 1974.

THEME 6: CARIBBEAN ECONOMY, 1875-1985

Albert, B. G., Graces, A. (eds.) *Crisis and Change in the International Sugar Economy 1860-1914*, Norwich: ISC Press, 381p., 1984.

Ayub, M. A. *Made in Jamaica: The Development of the Manufacturing Sector*. Baltimore: John Hopkins University Press, 128p., 1981.

Baptiste, F. A. *The Exploitation of Caribbean Bauxite and Petroleum 1914-1945*. Kingston: Department of History, University of the West Indies, 29p. 1986.

Davies, P.N. *Fyffes and the Banana: Musa Sapientum: A Centenary History, 1888-1988*. New York: Cambridge University Press, 266p., 1990.

Joseph, G. M. "The Logwood Trade and its Settlements". *Belizean Studies* 5: 2 (1977): 1-15; 5: 3 1-15, 1977.

Lobdel, R. *Patterns of Investment and Sources of Credit in the British West Indian Sugar Industry, 1838-1897*, [31-53] *Journal of Caribbean History*, 4, 1972.

Richardson, B. C. *Economy and Environment in the Caribbean: Barbados and the Windwards in the Late 1800s*, University Press of Florida, 1997.

Richardson, B. C. "Depression Riots and the Calling of the 1897 West Indian Royal Commission". *New West Indian Guide* 66: 3 and 4, 169-91, 1992.

Satchel, V. *The Jamaican Peasantry 1866-1900: Relationship between Economic Growth of the Peasant Sector and Governmental Policies*, Kingston: Department of History, University of the West Indies, 43p., 1983.

Ward, J. R. *Poverty and Progress in the Caribbean, 1800-1960*. London: MacMillan, 1985.

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776-1985

Atkins, G. P. *The United States and the Trujillo Regime*. New Jersey: Rutgers University Press, 245p., 1972.

Benjamin, J. R. *The United States and Cuba: Hegemony and Dependent Development, 1880-1934*. Pittsburgh: University of Pittsburgh Press, 266p., 1977.

Calder, B. *The Impact of Intervention: The Dominican Republic During the U.S. Occupation of 1915-1924*. Austin: University of Texas Press, 334p., 1984.

Carr, R. *Puerto Rico: A Colonial Experiment*. New York: Vintage Books, 477p., 1984.



- Dookhan, I. *The US in the Caribbean*. London: Collins Caribbean, 108p., 1985.
- Hamilton-Willie, D. *The United States in the Caribbean*. Kingston, Jamaica: Jamaica Publishing House Limited, 64p., 2001.
- Knight, F. W. *United States Cultural Influences on the English-speaking Caribbean During the Twentieth century*. Centro de Investigaciones del Caribe y America Latina, San German, PR: Centro de: Universidad Interamericana de Puerto Rico, 23p., 1983.
- Maingot, A. P. *The United States and the Caribbean*. London: Macmillan Press, 260p., 1994.

THEME 8: CARIBBEAN POLITICAL DEVELOPMENTS in the 20th CENTURY

- Cripps, L. *Puerto Rico: The Case for Independence*, Cambridge, Mass.: Schenkman Pub. Co., 169p., 1974.
- Emmanuel, P. *Approaches to Caribbean Political Integration*. Cave Hill: Institute of Social and Economic Research, University of the West Indies, 89p. 1987.
- Hamilton-Willie, D. *Movements Towards Independence and Regional Integration up to 1985*. Kingston: Jamaica Publishing House Limited, 58p., 2005.
- Hart, R. *Time for Change*. Kingston: Arawak Publications, 346p., 2004.
- Phillips, F. *Freedom in the Caribbean: A Study in Constitutional Change*. Dobbs Ferry, New York: Oceania Publications, 737p., 1977.
- Wallace, E. *The British Caribbean from the Decline of Colonialism to the End of Federation*. Toronto: University of Toronto Press, 274p., 1977.

THEME 9: CARIBBEAN SOCIETY IN THE 20TH CENTURY

- Boland, O.N. *The Politics of Labour in the British Caribbean*. Kingston: IRP., 696p., 2001.
- French, J. *Colonial Policy Towards Women after the 1938 Uprising: the Case of Jamaica*. The Hague: Institute of Social Studies, 37p., 1988.
- Knowles, W.H. *Trade Union Development and Industrial Relations in the British West Indies*. Berkeley: University of California, 1959.
- Lewis, R. B., Patrick (eds.) *Garvey: His Work and Impact*, Institute of Social and Economic Research. Kingston: Development of Extra-Mural Studies, UWI, 334p., 1988.
- Richardson, B. *Panama Money in Barbados, 1900-1920*. Knoxville: University of Tennessee Press, 283p., 1985.



- Brereton, B. *Social Life in the Caribbean 1838-1938*. London: Heinemann, 65p., 1985.
- Cross, M. *The East Indians of Guyana and Trinidad*. London: Minority Rights Groups, 18p., 1980.
- Gates, B. (ed.) *Afro-Caribbean Religious*, Ward Lock Educational. London: 203p., 1980.
- Gravette, A. *Architectural Heritage of the Caribbean: An A – Z of Historic Buildings*. Kingston: Ian Randle Publishers, 340p., 2000.
- Hilton, P. "Pops" *The Role of Religion in Caribbean History: From Amerindian Shamanism to Rastafarianism*. Klaus May (ed.), Morris Publishing, 375p., 2002.
- Senior, O. *Working Miracles: Women's Lives in the English Speaking Caribbean*. Kingston: Ian Randle Publishers, 1991.

◆ GLOSSARY

TERMS	MEANING	COGNITIVE LEVEL
Describe	Illustrate something in words or provide factual information about it (that is, what it looks like, what are its component parts).	1 - Knowledge/ 2 - Comprehension
Identify	Name or point out specific components or features.	1 - Knowledge
Outline	Give the main features, main points or general idea.	1 - Knowledge
Account for	Explain by relating circumstances; give reasons for.	3 - Application/ 4 - Analysis
Explain	Make plain or understandable; give reasons for/or causes of; show the logical development of a relationship.	3 - Application/ 4 - Analysis
Examine	Identify key elements in a text, or the key points in an argument and closely evaluate them.	3 - Application/ 4 - Analysis
Analyse	Break down information into its component parts, examining and trying to understand the organisational structure of such information.	4 - Analysis
Discuss	Present a reasoned argument; consider points both for and against; explain the relative merits of a case.	5 - Synthesis/ 6 - Evaluation
Compare	Present similarities as well as differences.	6 - Evaluation
Assess	Identify shortcomings, weaknesses, disadvantages as well as strengths, advantages, benefits.	6 - Evaluation

Western Zone Office
June 2016



CSEC®

CXC 03/9/SYLL 09

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS
MAY/JUNE 2004**

CARIBBEAN HISTORY

**Copyright © 2004 Caribbean Examinations Council
St Michael, Barbados.**

All rights reserved.

CARIBBEAN HISTORY
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2004

GENERAL COMMENTS

Paper 01 – Multiple Choice Paper

This paper consists of sixty multiple-choice items, thirty of which test knowledge and thirty test the use of knowledge.

Performance on this paper was generally satisfactory. The mean score at the General Proficiency level was 35 out of 60, with scores ranging from 0 – 59. At the Basic Proficiency level, the mean score was 25 out of 60, with scores ranging from 0 – 49.

Paper 02 – Essay Paper

This paper consists of twenty extended essay and structured essay questions, testing all themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer four questions for a total of 100 marks.

Performance on this paper was satisfactory at the General Proficiency level though there were several areas of weakness. The mean score was 40 out of 100 and scores ranged from 0 – 96. At the Basic Proficiency level performance was weak with a mean score of 39 out of 100 with scores ranging from 0 – 88.

Paper 03 - School Based Assessment

This paper consists of three assignments or one project. Candidates, with guidance from the teacher, are required to select a topic for research and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Performance on this paper was good. The mean score at the General Proficiency was 26 out of a maximum of 40, with scores ranging from 3 – 40. At the Basic Proficiency, the mean score was 19 out of 40, with scores ranging from 2 – 35.

Paper 03/2 – Alternative to School-Based Assessment

This paper is the alternative paper to the School-Based Assessment for private candidates and is offered at the General Proficiency only. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

Performance on this paper was satisfactory. The mean score was 21 out of a maximum of 40, with scores ranging from 3 – 40.

DETAILED COMMENTS

Paper 02 – Essay Paper

General Proficiency

Question 1

This question tested the candidates' knowledge of the social, political, religious practices and customs of the Tainos/Arawaks, Kalinago/Caribs and Maya. The first three sections required specific responses on the political organization of the Tainos/Arawaks and Caribs/ Kalinagos. A large number of candidates discussed the political, economic, social and religious organization of the Tainos in section (a), rather than addressing political organization specifically. Teachers are encouraged, as elementary as it may seem, to discuss the meaning of terms such as political, economic, social, cultural. Over the years, candidates have been making absolutely no distinction between these categories. Some candidates had even greater difficulty in comparing Taino and Carib political organization. In section (d), which tested candidates' knowledge of Mayan achievements, a large number of candidates simply listed achievements such as the calendar, writing, mathematics, astronomy, and architecture, without explaining the significance of these achievements.

Question 2

In section (a), this question tested the origin of slavery in the Caribbean from the 1490s including the enslavement of the indigenous peoples and their responses to enslavement in sections (b) and (c). Many candidates simply transferred their knowledge of African slavery to Spanish-indigenous society. Candidates seem to see slavery as synonymous with African slavery. It is also not good enough to say that indigenous slaves resisted or led armed revolt. Candidates should mention the activities of Enriquillo and the record by Bartolomé de las Casas of the indigenous experience under Spanish rule. Above all, candidates should be made aware that slavery is only one form of forced labour which was not, by any means, confined to the African experience.

Question 3

This question sought to test candidates' knowledge of the origin of African slavery in the Caribbean, and to examine the reasons for its extension. Section (a), which asked for the reasons for the use of African slave labour by the Spaniards, was poorly done. Many candidates anachronistically referred to the use of African slave labour in place of indentureship. In section (b), however, candidates successfully explained the use of a small number of African slaves in the late and early sixteenth centuries. Section (c), which asked for an explanation for the expansion of the slave trade in the Caribbean, was generally well done. However, too many candidates confined their answers to the impact of the demand for labour generated by the expanding sugar estates. There was not enough discussion of the expansion of labour demand (apart from sugar), the entry into the Caribbean of more European powers/investors, the profitability of the slave trade itself, low fertility among slaves and slave mortality. No effort was made to produce any statistical evidence of expansion of the trade or of slavery.

Question 4

This question, which was attempted by a large number of candidates, was designed to test candidates' knowledge of the African slave trade and the impact of the trade on West African societies. Section (a) required a simple listing of the methods used to enslave Africans. Generally, the candidates responded well, though some candidates suggested that "the Africans were seeking to migrate to better pastures"! Section (b) required a discussion of the negative *economic* effects of the slave trade on African societies. Many candidates chose to discuss the general negative effect, and failed to write enough about the economic effects on West Africa. However, the majority of candidates noted the loss of skills, depopulation, and loss of the active labour force in bringing about economic decline in West African society. In section (c), which asked for a discussion of the reasons why Africans resisted their enslavement during the voyage, most candidates discussed conditions aboard ship, separation from families, ill-treatment and illness. Generally this was one of the more satisfactory answers.

Question 5

This question, which proved very popular, was designed to elicit responses on the specific forms of resistance put up by women, and forms of resistance which all slaves adopted. Although weaker candidates were unable to point out specific forms of female resistance to slavery (extending the weaning process, for example, or what has been called gynecological resistance), and tended to lump male and female resistance together, this question was generally well done. Several candidates noted the strategic position of female slaves to do hurt to their owners. Candidates were, however, not very strong on a description of the particular punishments meted out to rebellious female slaves.

Question 6

The candidates' knowledge of the Haitian Revolution was tested, in terms of causes, economic and political consequences, and the way in which the Haitian revolution affected the wider Caribbean. This question was moderately popular. It has been pointed out from year to year that candidates have some difficulty separating economic from political issues, and this weakness showed up in section (b) of question 6. The overall performance was quite good, however.

Question 7

This question asked candidates to examine the arguments for and against slavery. The question was moderately popular and generally well done. However, many candidates gave examples of humanitarian acts rather than humanitarian arguments. A more general weakness was the inability of the candidates to name specific abolitionists such as Sharpe, Wilberforce and Buxton. The data base of candidates is very weak, given the tremendous body of literature that exists.

Question 8

Candidates were asked to assess the impact of nineteenth century slave revolts on Caribbean slavery and slave society, as well as the impact of slave revolts on developments in Britain. This was not a popular question though it was generally well done. Many candidates failed to link the results of revolts with increased abolitionist actions in Britain (Section (c)). Candidates often found it difficult to distinguish between humanitarian and religious arguments.

Question 9

Candidates were expected to examine the role of churches and missionary societies in the British Caribbean in the establishment of free villages, schools, and churches. The question was not very popular, but candidates were able to explain the reasons for the opposition of planters to free villages, and to identify the ways in which churches and missionary societies assisted the development of the free villages. This question was satisfactorily done.

Question 10

Very few candidates attempted this question. Many candidates failed to observe the instruction to write a report. They wrote letters instead. There was some confusion as well between "factors which assisted the success of the peasantry" as opposed to "the extent of the success of the peasantry."

Question 11

Candidates did not seem familiar with those territories in which the sugar industry had collapsed by the end of the nineteenth century. Candidates are not paying enough attention to chronology, insofar as they attempted to explain the difficulties of the sugar industry in terms of the problems faced at mid-century.

The Sugar Duties Act of 1846 is not adequate to explain all the difficulties of the late nineteenth century. Candidates need to be more aware of the problems of competition from other cane-sugar producers, and from beet sugar, soil exhaustion and shortage of capital. Yet, many candidates were able to respond adequately to section (c) which tested their knowledge of the methods used by planters – for example, improved technology, centralization, cane farming, and scientific research.

Question 12

This question, which was relatively popular, tested candidates' knowledge of the development and survival of agricultural enterprises (apart from sugar). A surprising number of candidates were unable to identify any of the new commercial crops – rice, citrus, cotton, bananas although these crops are actually mentioned in the syllabus statement. Responses showed an inability to distinguish between the issues affecting the sugar industry (as asked for in Question 11) and issues affecting the new commercial crops (Question 12). Many candidates ignored the phrase “other than the crisis in the sugar industry.”

Question 13

This was not a popular question, and candidates failed to identify the ways in which the British Government and British organizations assisted the growth of Trade Unions in the British Caribbean between the 1930s and 1940s. The response at (b) was a bit better, but candidates failed to analyze the information properly, in many cases giving short biographies.

Question 14

This was an unpopular question. Candidates were unable to identify female trade union leaders. Failure to do section (a) resulted in very poor responses for section (b).

Question 15

This was a very popular question. Section (a), for the most part, was very well done. However, a number of candidates failed to separate the information and continued to discuss Cuba in section (b). Some candidates confused the time period at (a) and spoke about Fulgencio Batista and Fidel Castro. There was also some confusion with respect to the steps taken by the United States to acquire the Canal Zone. However, generally, the performance of candidates in this question was satisfactory.

Question 16

This was also a popular question. A number of candidates treated film, media and music as one rather than separate ideas. They failed to develop the idea of United States' *influence* on the British Caribbean culture and simply repeated the question. The term 'influence' seemed not to have been noted or understood by many candidates. The performance in section (b) demonstrated that candidates were either well-prepared in the classroom, or were well acquainted with the cultural impact of the United States on the Caribbean. Some candidates did not even consider the economic, commercial, ideological, or political influence of the United States on the Caribbean, and focused especially on culture. However, there were several perceptive answers, and the general performance was very good.

Question 17

Section (a) of this question tested candidates' knowledge of the Cuban independence movement in the context of objective (b) of Theme 9 of the syllabus- “to examine the response to metropolitan rule in the second half of the nineteenth century in the English, French, and Spanish-speaking Caribbean”. Knowledge of this area of Caribbean history was extremely limited. There was also, in section (b), very poor knowledge of Puerto Rico. Candidates coped better with section (c), and several answers came right up to the Fulgencio Batista and the *Fidelista* revolution.

Question 18

This question tested the candidates' knowledge of the movement towards integration in the British Caribbean, and required candidates to show how prominent Caribbean political figures such as Albert Marryshow, Grantley Adams and Alexander Bustamante influenced the integration movement. The answers were generally disappointing. Most candidates knew nothing at all about Albert Marryshow. They knew a little about Grantley Adams, but in the case of Bustamante, the assumption was that the latter was always opposed to the integration movement.

Question 19

This question tested one area of social life in the Caribbean – the position of middle-class women, and their changing role outside the home. The question was very popular. Section (a), which asked for the arguments justifying the idea that woman's place was in the home, was answered fairly well but in rather generalized terms. Many candidates pointed to an absence of education, without recognizing that educated middle-class women were required to remain at home as well. There was little reference to the ideological concepts of womanhood and manhood. There was a failure to recognize the changing economic status of women especially during and after World War II, which contributed to the ideological challenge referred to in section (b). In section (c), which called for a discussion of the results of middle-class women working outside the home, candidates showed only a very superficial knowledge of the role of women in contemporary society, as professionals, workers in trade unions, NGOs, and voluntary associations; as well as the position of women in leadership in several areas of Caribbean life.

Question 20

This question was about religion and social life in the Caribbean. The two areas isolated for discussion were Hinduism and Rastafarianism. Most candidates were stronger on Rastafarianism than on Hinduism. Some candidates were unable to distinguish between Hinduism and Islam.

Basic Proficiency

Question 1

This question showed the same general weaknesses as the General Proficiency – a lack of knowledge of political organization, and a tendency to lump economic, social and religious issues with politics. The answers on Mayan technology were extremely weak.

Question 2

This question tested objective (g) of the syllabus: to examine the ways in which indigenous peoples responded to enslavement by the Europeans. While candidates were able, in section (a), to explain why Spanish settlers enslaved the indigenous people, the forms of resistance to Spanish rule described by candidates were based on their knowledge of African slave resistance. In section (c), candidates explained “how” indigenous peoples resisted enslavement, not “why” they resisted it.

Question 3

Far too many candidates lack a geographical knowledge of the Caribbean. In this question, which called for a knowledge of the early slave trade, candidates were unable to identify Spanish Caribbean colonies of the late fifteenth and early sixteenth centuries. In section (d), candidates focused on the sugar economy to explain the growth of the African slave trade, without considering the profitability of the slave trade itself,

the entry of more Europeans into the Caribbean who established sugar colonies, the expansion of Spanish settlements, and increased access to the African coast.

Question 4

The candidates who were better prepared were able, in this question, to identify the way in which the slave trade affected Africa economically. However, a large number of candidates examined the effects of the slave trade generally, and failed to focus on the economic aspect which is what the question called for. Responses to section (c) – the causes of revolts during the transatlantic voyage – was fairly well done.

Question 5

This question was extremely popular. It tested Objective (b) of Theme 3: to examine the various forms of resistance to slavery including methods used especially by women. Many candidates lumped female resistance e.g. infanticide, abortion, extended weaning, in section (a) with other forms of unisex resistance, so that, in fact, there was little distinction between sections (a) and (b) which asked for a discussion of more generalized forms of resistance. With respect to punishments meted out to women who resisted slavery, it is interesting perhaps, for contemporary sociology, that so many candidates concluded that the primary punishment was rape.

Question 6

This was not a popular question. A large number of candidates were unable to identify two leaders of the Haitian Revolution. The more able candidates, however, completed sections (b), (c) and (d) quite well.

Question 7

This question tested Objective (d) – to identify the role of interest groups for and against emancipation, and Objective (b) – the effects of 19th century slave revolts on slavery. There were some fairly good responses on the humanitarian arguments, though there was a tendency to develop arguments against slavery as a whole, rather than discussing strictly humanitarian arguments. Some candidates made no distinction between humanitarian and religious arguments.

Question 8

Most candidates were unable to identify the ways in which slave revolts affected the Emancipation movement in Britain. In section (a), the candidates were able to identify slave revolts but were unable to give dates.

Question 9

This question tested objective (d) – the role of free villages. Few candidates were able to name a free village named after an abolitionist, and several were unable to name missionary groups in the Caribbean. Candidates coped better with section (c) in which they were asked to explain why planters were opposed to the establishment of free villages. In section (d), there were some fairly good efforts to explain the ways in which churches and missionary societies assisted free villages.

Question 10

Although the candidates were unable to identify any territory where peasant development was slow, they were able to identify difficulties faced by free villages between 1838 and 1876.

Question 11

Candidates did not seem familiar with those territories in which the sugar industry had collapsed by the end of the nineteenth century. Candidates are not paying enough attention to chronology, insofar as they attempted to explain the difficulties of the sugar industry in terms of the problems faced at mid-century. The Sugar Duties Act of 1846 is not adequate to explain all the difficulties of the late nineteenth century. Candidates need to be more aware of the problems of competition from other cane-sugar producers, and from beet sugar, soil exhaustion and shortage of capital. Yet, many candidates were able to respond intelligently to section (c) which tested their knowledge of the methods used by planters – for example, improved technology, centralization, cane farming, and scientific research.

Question 12

This theme requires a knowledge of economic diversification, and surprisingly, many candidates were unable to identify new commercial crops in the British Caribbean in the late nineteenth century.

Question 13

This question tested Objective (d) – the factors associated with the growth of the trade union movement in the Caribbean. Candidates demonstrated no knowledge of the role of the British TUC or the British government in formulating legislation for the Caribbean to assist with the development of trade unions. Nor were they able to identify other major labour leaders, apart from Bustamante and Butler, who are mentioned in section (b) of the question.

Question 14.

Candidates were unable to identify female trade union leaders. They were able to identify benefits derived by workers from the trade union movement in section (c); but had no knowledge of the role of women in developing the trade unions.

Question 15.

This was a very popular question. Section (a), for the most part, was very well done. However, a number of candidates failed to separate the information and continued to discuss Cuba in section (b). Some candidates confused the time period at (a) and spoke about Fulgencio Batista and Fidel Castro. There was also some confusion with respect to the steps taken by the United States to acquire the Canal Zone. However, generally, the performance of candidates in this question was satisfactory.

Question 16

This was also a popular question. A number of candidates treated film, media and music as one rather than separate ideas. They failed to develop the idea of United States' *influence* on the British Caribbean culture and simply repeated the question. The term 'influence' seemed not to have been noted or understood by many candidates. The performance in section (b) demonstrated that candidates were either well-prepared in the classroom, or were well acquainted with the cultural impact of the United States on the Caribbean. Some candidates did not even consider the economic, commercial, ideological, or political influence of the United States on the Caribbean, and focused especially on culture. However, there were several perceptive answers, and the general performance was good.

Question 17

Few candidates attempted this question. As with the General Proficiency candidates, the performance was poor. The Spanish and French Caribbean seem to be unknown to our candidates.

Question 18

This question tested the candidates' knowledge of the movement towards integration in the British Caribbean, and required candidates to show how prominent Caribbean political figures such as Albert Marryshow, Grantley Adams and Alexander Bustamante influenced the integration movement. The answers were generally disappointing. Most candidates knew nothing at all about Albert Marryshow. They knew a little about Grantley Adams, but in the case of Bustamante, the assumption was that the latter was always opposed to the integration movement.

Question 19

This was also a very popular question. The performance was good.

Question 20

As with the General Proficiency candidates, there was relatively good knowledge of Rastafarianism. Candidates, however, were unable to discuss the factors that led to Hinduism being generally accepted by Caribbean society by 1962.

Recommendations to Teachers

- All objectives in the syllabus should be covered.
- A special effort must be made to cover themes related to the Spanish, French and Dutch Caribbean.
- Candidates should be reminded that questions should be carefully read to ensure that the chronology is properly understood.
- Candidates should be reminded that questions may address economic as opposed to political or social issues.
- Teachers should be careful to note areas of the syllabus that address women's history.

PAPER 03 – SCHOOL-BASED ASSESSMENT

The overall performance on the School-Based Assessment was satisfactory. There was, however, much evidence that some difficulties were encountered, particularly in the following areas:

1. Candidates' Work

While there was an encouraging number of excellent assignments and topics, the work of candidates in general had several deficiencies. In some cases, work submitted for moderation did not have the name of the student or the question being answered. Improvement in analysis, interpretation and literary skills (especially the elimination of poor grammar and spelling) is an urgent need. Furthermore, many students are not aware of the conventions to be followed in producing papers, in particular, how to present a bibliography. Some assignments and projects did not, in fact, even include a bibliography.

Many projects were submitted without a research proposal and some of the proposals were not satisfactorily completed. Photographs, tables and charts, included often in projects, were not labeled and frequently were not used effectively to enhance the content.

Two major concerns about the work of candidates were the frequent violation of the CXC word limit and the incidence of plagiarism, including a growing frequency of plagiarism from internet sources. A few cases of cheating, involving work copied from that of another candidate, were detected.

2. Topics for assignments and projects

There were several sources of concern in relation to the topics on which assignments and projects were presented.

- Most of the topics were related to themes on Sections A and B of the syllabus, largely to the neglect of Sections C and D. This partially explains the normal relatively weak performance by candidates in questions on these two latter sections in Paper 02 of the examination.
- Many topics were too general or vague. They needed to be more specific.
- Numerous topics were too complex or too broad in scope, especially in terms of the time frame or the number of territories or parts of the question to be covered. They simply could not be dealt with properly within the SBA word limit. Many assignment topics were more appropriate for projects. In particular, teachers should be advised to avoid setting multi-part questions for assignments, such as those which are usually set in Paper 02 of the examination.
- Many assignment topics were largely knowledge-based and gave little scope for demonstration of the higher level skills of analysis and interpretation that the SBA is designed to test.
- Some projects lacked historical perspective, tending to be more sociological in approach.
- Some topics went beyond the time frame of the syllabus, requiring a focus on the post-1985 era.
- In some schools the candidates were not given the same three assignments.

3. Assessment

While the marking by many teachers was in keeping with the CXC standard, a significant number of teachers' assessments were either too severe, or, more often, too lenient or inconsistent. In particular, teachers tended to be too generous in their assessment of the better-quality assignments and projects. On the whole, there were relatively few cases of severe marking.

Some teachers obviously used former mark schemes and there was no clear evidence that others used the current mark scheme. Some teachers erred in awarding fractions of marks, usually half-marks. Those who used the prescribed mark scheme often failed to record the marks awarded to each area of assessment and the profile scores and totals.

One disturbing feature of the assessment by some teachers was their failure to detect and punish plagiarism.

4. Samples

There were numerous instances of the submission of incorrect SBA samples of the candidates' work. Some teachers failed to send five examples of work on the same assignments, while others submitted all three assignments for five students.

5. **Record Keeping**

In some cases no information about the assignments set was provided on the record sheet. Furthermore, on the School SBA Moderation Sample Form some teachers recorded only the marks awarded for the single assignment submitted for moderation rather than the marks obtained by those candidates for all three assignments.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS
MAY/JUNE 2005**

CARIBBEAN HISTORY

**Copyright © 2005 Caribbean Examinations Council ®.
St Michael, Barbados.**

All rights reserved.

CARIBBEAN HISTORY
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2005

GENERAL COMMENTS

Paper 01 – Multiple Choice Paper

This paper consists of sixty multiple-choice items, thirty of which test knowledge and thirty test the use of knowledge.

Performance on this paper was generally satisfactory. The mean score at the General Proficiency level was 35 out of 60, with scores ranging from 9 - 60. At the Basic Proficiency level, the mean score was 12 out of 60, with scores ranging from 0 - 46.

Paper 02 – Essay Paper

This paper consists of twenty extended essay and structured essay questions, testing all themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer four questions for a total of 100 marks.

Performance on this paper was satisfactory at the General Proficiency level though there were several areas of weakness. The mean score was 35 out of 100 and scores ranged from 0 - 96. At the Basic Proficiency level performance was weak with a mean score of 32 out of 100 with scores ranging from 0 - 84.

Paper 03 - School Based Assessment

This paper consists of three assignments or one project. Candidates, with guidance from the teacher, are required to select a topic for research and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Performance on this paper was good. The mean score at the General Proficiency was 24 out of a maximum of 40, with scores ranging from 0 – 40. At the Basic Proficiency, the mean score was 18 out of 40, with scores ranging from 8 – 36.

Paper 03/2 – Alternative to School-Based Assessment

This paper is the alternative paper to the School-Based Assessment for private candidates and is offered at the General Proficiency only. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

Performance on this paper was weak. The mean score was 17 out of a maximum of 40, with scores ranging from 4 – 34.

DETAILED COMMENTS

Paper 02 – Essay Paper

General Proficiency

Section A Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question, which required a comparison of Taino and Kalinago political and social institutions, was fairly popular, and the performance was commendable. Again, responses were very sketchy on the Maya. Detailed knowledge of the Mayan institutions, economy, commerce, architecture, mathematics, calendar, system of writing was lacking.

Question 2

In this question, candidates' knowledge of the impact of the Spanish conquest on the native populations was being assessed. Generally, this was not a popular question. However, those who did do the question performed well in terms of explaining the impact of the Spanish conquest on the native population – diseases, destruction of crops, suicide, various forms of physical abuse, coerced labour. They did not do as well on the second section, which required them to note the factors in Indian culture that would have impressed the Spaniards. Candidates should be aware that impressions do not necessarily have to be favourable.

Section A: Theme 2 – Caribbean Economy and Slavery

Question 3

This question was intended to test candidates' knowledge of the kind of preparation that went into a slave trading voyage and there were several excellent answers, particularly with respect to sections (a) and (c) of the question. Section (c) tested their knowledge of the reasons for the high mortality aboard slave ships. In this case the answers were very full and knowledgeable. Section (b), which tested their knowledge of the impact of the slave trade on Africa itself, was generally poorly handled. Perhaps because candidates have been educated into having an entirely negative view of the trade, they have tended to overlook the fact that Africans (political leaders and traders), benefited materially from the slave trade. Many candidates received full marks for this question, however.

Question 4

This question tested candidates' knowledge of the division of labour between male and female slaves, and of land use on a sugar estate. Candidates did particularly well on section (d), land utilization.

Section B: Theme 3 – Resistance and Revolt

Question 5

This question was popular but not well done. Candidates have difficulty doing comparative questions, and this weakness was demonstrated in section (b) of the question which required a comparison of the causes of the 1763 rebellion in Berbice and the 1831 revolt in Jamaica. Efforts in section (c) to explain the early success of the revolt in Berbice were better than at (b). The efforts to explain the collapse of the 1831 rebellion in Jamaica suggest that a large number of candidates had not been well prepared for that topic. Generally, it seems that candidates were selective in the revolts they prepared, so that a question requiring an analysis of three separate revolts proved too much for them to handle.

Question 6

Section (a) of this question asked candidates to discuss the effects of the Haitian Revolution on the Haitian economy. The tendency was for candidates to discuss the general effects – political, economic and social – of the Revolution on Haiti. Many answers, therefore, did not include the effects of the Revolution on the economy as such. Candidates did better on section (b) which asked for a discussion of the impact of the revolution on the wider Caribbean. Even here, however, too many candidates answered at the level of broad generalization – such as the intensification of the desire for freedom – without illustrating how slave disaffection was demonstrated. Many, however, recognized the impact of the St. Domingue/ Haitian exiles on the wider Caribbean, and the stimulation of sugar and coffee production in the Caribbean outside Haiti.

Section B: Theme 4 – Movement towards Emancipation

Question 7

This was the least popular question in section B. Those who did attempt the question gave good responses, however. The major weakness was in the comparative section, (b). Knowledge of the French Caribbean was as usual very weak. Section (c), which was specific to the British anti-slavery movement, was generally good.

Question 8

This question tested candidates' knowledge of the Apprenticeship system, 1834-38. There were many very good answers. Candidates were able to demonstrate knowledge of the plight of the apprentices, including the restrictions on their movement, the problem of wages and the introduction of new forms of punishment. (Weaker responses confused the Abolition Act of 1833 with Amelioration Legislation). Candidates who were better prepared were aware of the role of Stipendiary Magistrates and their inability, despite good intentions, to defend workers from planter abuse.

Section B: Theme 5 – Adjustments to Emancipation, 1838-1876

Question 9

Although this was a straightforward essay question worth twenty-five marks, candidates did not handle it very well though it was a popular question. The question was designed to test the candidates' knowledge of the general contribution of Indians to Caribbean societies. The question called for a discussion of the cultural and religious contribution and contribution to the economy, by way of diversification, for example. Most candidates emphasized the cultural aspect at the expense of all other aspects. When the economic contribution was considered at all, the candidates fell into simplistic and historical declarations which suggested that the sugar industries in Guyana and Trinidad were saved from collapse by Indian immigration. No attempt was made to establish statistically such a correlation. There were also several answers which made the inaccurate suggestion that family life did not exist in the Caribbean before the Indians came. Weaker candidates confused 'Indians' with 'Amerindians'. There was another tendency to view Indians in Trinidad & Tobago and Guyana in terms of twentieth and twenty-first century Indian society and culture. The question specifically referred to the period up to 1876.

Question 10

This question tested candidates' knowledge of the reasons for the growth of free- villages by the ex-slaves, and also the consequences for the provision of labour for the sugar estates. This was a relatively popular question, which was well handled especially in section (a), where candidates explained the role of missionaries, co-op societies and the withdrawal of freed people from the estates during the 1840s. Section (b), on the impact on the plantations, was also fairly well handled, but there was a tendency to fall short of discussing meaningfully the effect of a peasantry on the 'supply of estate labour'.

Section C: Theme 6 – Economic Diversification, 1875-1985.

Question 11

This was a relatively popular question, and there were some excellent answers for which several candidates gained full marks. The question was designed to test candidates' knowledge of the problems of the sugar industry at the end of the nineteenth century, and the efforts made by planters and colonial authorities to extract the sugar industry from the doldrums. Most candidates were able to point to competition from other cane producers (such as Cuba) and beet sugar producers, to the absence of capital, as some of the factors that created a crisis in the sugar industry. Unfortunately, some candidates discussed diversification of the economy as a response to the sugar crisis, when the question specifically asked for a discussion of the measures taken to solve the problems of sugar, such as amalgamation of estates, establishment of central factories, modernization of factories, continuation of immigration policies, experimentation with new breeds of cane, scientific farming, and establishment of botanical gardens and other institutions that could make more effective use of the newest and most available technology.

Question 12

Candidates generally avoided this question, which was based on economic diversification during the late nineteenth century and the twentieth century. Those who did it engaged in guess-work. In preparing candidates for the examination, sufficient emphasis must be placed on the fact that the theme 'Economic Diversification' extends chronologically from 1875 to 1985. Teachers should remember, therefore, that the theme 'Economic Diversification' now covers a much broader period. Several candidates discussed cacao, citrus and bananas, rather than the manufacturing industries during and after the 1950s. Without the proper orientation arising from section (a), candidates were unable to handle the impact of changes in the economy to the changing occupational roles of women.

Section C: Theme 7 – Social and Economic Conditions in the 20th Century

Question 13

This question was based on the Theme, Social and Economic Conditions in the 20th Century and tested candidates' knowledge of the low wages in the Caribbean and the unemployment crisis in the 1930s. Both sections (a) and (b) assumed a knowledge of the socio-economic backdrop to the crisis of the 1930s. Several candidates referred to the Great Depression but failed to establish the connection between the economic Depression and the problem of wages and unemployment. Few discussed the fact that West Indians were returning from the Spanish Caribbean in the 1930s, thereby making an unemployment situation more serious. Unemployment had been eased by outward migration; but the situation was reversed in the 1930s. Jamaicans were returning from Cuba, Kittitians from the Dominican Republic, for example.

Question 14

This question sought answers to the work of the UNIA, and required a discussion of the reasons for the hostility to Marcus Garvey. One would have expected to see responses that would include Garvey's economic organizations (Negro Factories Corporation, Black Star Line among others); the UNIA as a self-help organization; the founding of the *Negro World*, Garvey's African policy and the formation of the PPP. Knowledge of the work of Garvey and the UNIA was sketchy. Section (b) was also disappointing. Candidates ignored elite resistance to Garvey's concept of equality; his hostility to colonialism; his challenge to the status quo, including the status quo of imperialism; and the belief in some quarters that Garvey's teachings were racist.

Section C: Theme 8 – The United States in the Caribbean 1776-1985

Question 15

This question tested candidates' knowledge of the process by which the United States gained control of the Isthmus of Panama for the purpose of constructing a Canal and it was very well done. There were several candidates who scored between 20 and 25 marks for this question. The strategic interests of the United States, the relationships between the US and Britain (Clayton- Bulwer), the treaties agreed on between the US and Colombia, and the Panamanian revolt were well documented and discussed. This was a relatively popular question. What is particularly pleasing is that candidates have tended in the past to do poorly on questions asking for knowledge of US – Caribbean relations.

Question 16

This was not a very popular question, but there were very good answers among some candidates. Most were able to identify US Cuban problems as related to the dominant role in the Cuban economy, the Platt Amendment and the interference in Cuban political affairs, including the reoccupation of Cuba under Magoon. Candidates would benefit from giving more specific examples, rather than couching their answers in vague and general terms.

Section D: Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17

This question sought answers on the role of important figures in Caribbean history, starting with Jose Marti (section a), and including Norman Manley (section b) and Sir Grantley Adams (section c). Candidates did not seem to know very much of Jose Marti except that he led the independence movement in Cuba. Candidates knew very little about Manley and Adams. The failure to handle (b) and (c) is particularly disappointing especially in view of the fact that generally, candidates, in the past, have answered questions on Federation and regional integration quite well.

Question 18

Very few candidates answered this question. As usual, knowledge of the non-British Caribbean is sadly wanting.

Section D: Theme 10 – Social Life, 1838-1962

Question 19

This question tested candidates' knowledge of the development of transportation in the Caribbean. Many failed to note in the section dealing with difficulties in section (b), climatic and weather conditions, mountainous terrain and treacherous landscapes that affected people and animals. For the twentieth century, while discussing the importance of railroads and motor cars, many failed to note the importance of aviation.

Question 20

This question, which tested candidates' knowledge of the comparative role of women and men, as well as the factors that affected women's roles, was extremely popular. There were excellent answers based on sound empirical evidence; but there were too many that dealt with broad generalizations. Not many of the candidates were aware of the importance of economic factors.

BASIC PROFICIENCY

Section A: Theme 1 – The indigenous Peoples and the Europeans

Question 1

In this question, which sought responses to the political organization of Tainos and Kalinagos, candidates continued to show a lack of knowledge of the meaning of political as opposed to social, economic and cultural. It was also not clear whether the candidates understood the meaning of the word 'technology'. There was some general knowledge on Mayan pyramids, calendars, for example.

Question 2

The majority of candidates avoided this question, but those who attempted it made a good effort, particularly with respect to section (b) which tested their knowledge of the impact of the Spanish conquest and colonization on the native populations. Performance was not as good on section (c), which dealt with indigenous culture.

Section A: Theme 2 – Caribbean Economy and Slavery

Question 3

Not many candidates attempted this question. In section (a) most candidates could not name two British ports (though some got Liverpool). The best performance was on 3 (d) where the candidates discussed the high mortality on board slave ships; but they were unclear about the Africans who benefited from, and therefore helped to promote, the slave trade.

Question 4

This was the most popular question on the paper. Candidates had a good knowledge of land utilization on plantations, but with respect to the division of labour between men and women, there was a lot of guess work.

Section B: Theme 3 – Resistance and Revolt

Question 5

In section (b), there was some knowledge of the reasons for the early success of the Berbice Rebellion. Information on the Sam Sharpe Rebellion in Jamaica was very limited.

Question 6

There was some knowledge of the impact of the revolution on the Haitian economy. The points were, however, not well developed.

Section B: Theme 4 – Movement towards Emancipation

Question 7

This question on the Emancipation movement was poorly done. There was, almost expectedly, little knowledge of the French experience of anti-slavery.

Question 8

This question tested candidates' knowledge of the provisions of the Abolition Act. In fact, some candidates assumed that the word 'provisions' referred to ground provisions. In section (b), however, there was some acquaintance with the fears of the planters that abolition would be disadvantageous to them.

Section B: Theme 5 – Adjustments to Emancipation 1838-1876

Question 9

This question, on the background to immigration and the contribution of Indians, was very popular and quite well done. Apart from cultural contributions, many of the candidates mentioned racial diversity, the development of rice cultivation and diversification of the economies of Trinidad and Guyana.

Question 10

This question required a knowledge of the reasons behind the growth of Free Villages and responses were very disappointing. Candidates were not able to provide four effects that the establishment of the peasantry had on the supply of labour to the sugar estates in the British Caribbean, in section (c) of the question.

Section C: Theme 6 – Economic Diversification, 1875-1985

Question 11

This was a fairly popular question that asked for an examination of the problems of the sugar industry. Most candidates were able to identify competition, disease, capital, and falling prices. In assessing the solutions to the problem, however, many candidates discussed diversification, which does not respond to the question which required solutions to the problems of the sugar industry.

Question 12

Performance on this question indicated that there was little knowledge of the growth of manufacturing in the Caribbean. It is not clear that candidates fully understood the word 'manufacturing'.

Section C: Theme 7 – Social and Economic Conditions in the 20th Century

Question 13

In section (b) candidates were better able to explain why wages were low. However in section (c), they had difficulty explaining why unemployment increased.

Question 14

Performance on this question suggests that many candidates did not know what UNIA stands for. However, there was some knowledge of the work of the UNIA. Performance on section (d), which tested candidates' knowledge of the persecution of Marcus Garvey, was largely suggestive of guesswork.

Section C: Theme 8 – The United States in the Caribbean, 1776-1985

Question 15

This question required candidates to outline the US policy with respect to Panama and the Panama Canal. As with General Proficiency, candidates demonstrated good knowledge in both sections (a) and (b).

Question 16

Performance on this question indicated that several candidates were unable to name a US President for the period up to 1962. Knowledge of US-Cuban relations up to 1959 was extremely limited (in section (b)). Though there were more useful answers in section (c) which required some knowledge of relations between Cuba and the US after the Cuban Revolution, the performance was, generally, disappointing.

Section D: Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17

This question, which was not very popular, tested candidates' knowledge of independence movements in the Spanish Caribbean and English Caribbean. Only a few candidates were able to associate Jose Marti with the Cuban independence movement in 1895. Section (b), which required an explanation of the roles of Norman Manley and Grantley Adams in British Caribbean integration, was only marginally better. Section (c), which required candidates to name other political leaders who were involved with the integration movement, apart from Adams and Manley was poorly done as well.

Question 18

This question tested candidates' knowledge of the political experience of Puerto Rico and the French and Dutch Caribbean. Questions dealing with the non-British Caribbean have been traditionally unpopular among candidates, and this year was no exception. There were a few good answers, however, among those who attempted the question. Few candidates were familiar with the Tripartite Kingdom, and knowledge of the Commonwealth arrangement between the US and Puerto Rico was extremely limited. In section (c) however, most candidates were able to describe the arrangements between France and her Departments.

Question 19

This question tested candidates' understanding of Social Life, 1838-1962, particularly transportation and communication in the Caribbean. It was also the most popular question in the section. Section (a), which was very straightforward, was well done; section (b) which required a little more analysis, was well handled. It is probable that candidates were able to draw on the oral tradition. The third section, which required candidates to explain changes in Caribbean transportation between 1850 and 1962, was generally well done as well.

Question 20

This question tested candidates' understanding of class and gender issues in the British Caribbean. The question was not as popular as Question 19. Probably one-third of candidates offered good responses. Section (a), which addressed the working-class woman, elicited some good responses. Section (b) which asked for an explanation of changes in the position of women in the Caribbean proved somewhat more challenging. Responses to section (c) of the question which required distinctions between the roles of upper and lower working class women, drew more on candidates' personal experiences than on formal historical knowledge.

Recommendations

- All objectives in the syllabus should be covered.
- A special effort must be made to cover themes related to the Spanish, French and Dutch Caribbean.
- Candidates should be reminded that questions should be carefully read to ensure that the chronology is properly understood and that responses relate to the relevant period.
- Candidates should be reminded that questions may address economic as opposed to political or social issues.
- Teachers should be careful to note areas of the syllabus that address women's history.
- Candidates should be encouraged to note key words in questions and ensure that responses, where indicated, provide an appropriate level of analysis and not just recall of facts.

Paper 03 – School-Based Assessment

The overall performance on the School-Based Assessment was satisfactory. However, there was much evidence that several difficulties were encountered, particularly in the following areas:

1. Candidates' Work

As in the past, there was an encouraging number of excellent assignments and projects. The work of many candidates however, had several deficiencies. In some cases work submitted for moderation did not have the question being answered. Many assignments and projects were weak in analysis.

Furthermore, many candidates are obviously not aware of the conventions to be followed in producing papers, including the need for an appropriate introduction and a relevant conclusion and the proper presentation of a bibliography. Moreover, more attention needs to be paid to the provision of references. The sources of quotations, charts, statistical tables and illustrations were usually not given, as well as detailed information on internet sources. Many projects would also have been enhanced by the inclusion of a table of contents.

Two major concerns about work submitted for moderation were the frequent violation of the word limit and the incidence of plagiarism.

2. Topics for assignments and projects

There was some improvement in this area, with many more creative or imaginative topics being set by teachers. There are, however, still several sources of concern.

Firstly, teachers continue to set most of their assignments on topics related to themes in Sections A and B of the syllabus, largely to the neglect of Sections C and D. This emphasis may be partly responsible for the indifferent performance by many candidates in these last two sections in the Paper 02 examination.

Secondly, many topics, especially for projects, were too general. Topics should relate to more specific aspects of the general subject identified. Furthermore, projects on modern topics often did not have adequate historical content, tending to be more sociological in treatment. In short, they were more suited to a project for Caribbean Social Studies than for Caribbean History.

The major deficiency of many of the topics, especially those for assignments, was that for at least two main reasons they were unsuitable for SBA. Many of them were largely knowledge – based and provided little scope for the demonstration of the higher level skills of analysis, interpretation and evaluation which the SBA is intended to test.

Furthermore, numerous topics set for assignments could not be dealt with satisfactorily within the SBA word limit. Usually they were too broad in scope, especially in terms of the time frame and the number of parts comprising the question. In fact, many assignment topics were more appropriate for projects. In particular, teachers should be strongly advised to refrain from setting multi-part questions for SBA assignments, such as those that are usually set for Paper 02 of the examination.

3. Assessment

There was some improvement in this area, though several problems persist. There are still numerous cases of lenient or inconsistent marking, but comparatively few cases of severe marking. A small number of teachers continue to award fractions of marks, usually half-marks, and zero. While virtually all teachers used the prescribed mark scheme, a significant minority of them failed to record the marks awarded to each area of assessment and the profile scores and totals.

Perhaps the most disturbing aspect of teachers' assessment was the apparent failure to detect and penalize plagiarism. This problem is becoming more widespread, with extensive verbatim copying of information not only from texts, but also increasingly from internet sources.

4. Samples

There still continues to be numerous instances of the submission of incorrect SBA samples of the candidates' work. Some teachers failed to send five examples of work on the same assignment, while many submitted all three assignments for five candidates.

5. Record Keeping

In many cases no information about the assignments set was provided on the record of marks form submitted to CXC.

Recommendations

- Topics for SBA must be manageable and appropriate, and must focus on all four sections of the syllabus.
- The word limit for assignments and projects must be strictly adhered to.
- The prescribed SBA mark scheme must be used in assessment of all assignments and projects.
- CXC deals severely with plagiarism. Teachers must be vigilant, therefore, in detecting and addressing this problem.
- Marks must be recorded for each criterion and each profile.
- The SBA sample must be submitted in accordance with guidelines issued by CXC.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS
MAY/JUNE 2006**

CARIBBEAN HISTORY

**Copyright © 2006 Caribbean Examinations Council ®.
St Michael, Barbados.**

All rights reserved.

CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATIONS
MAY/JUNE 2006

GENERAL COMMENTS

Paper 01 – Multiple Choice Paper

This paper consists of sixty multiple-choice items, thirty of which test knowledge and thirty the use of knowledge.

Paper 02 – Essay Paper

This paper consists of twenty extended essay and structured essay questions, testing all themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer four questions for a total of 100 marks.

Paper 03 - School Based Assessment

This paper consists of three assignments or one project. Candidates, with guidance from the teacher, are required to select a topic for research and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Paper 03/2 – Alternative to School-Based Assessment

This paper is the alternative paper to the School-Based Assessment for private candidates. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 02 – Essay Paper

General Proficiency

Section A Theme 1: The Indigenous Peoples and the Europeans

Question 1

Candidates were very comfortable with this question which in sections (b) and (c) tested their knowledge of the impact of the conquest on Europe and on indigenous society. There were several excellent answers, with the majority of candidates scoring over 60 percent, and several obtaining full marks. Candidates discussed the

Columbian Exchange, the generation of European rivalry, the impact of the conquest on European economies, and the European migration to the Americas. For indigenous societies, candidates were particularly strong on the demographic impact of the conquest through disease, suicide, forced labour, and the destruction eventually of indigenous economic organization, Europe's ideological (evangelization) impact, and the significant modification of indigenous culture were analysed. Some aspects of this theme were actually tested last year. However, the performance this year was much better - in fact impressive. Over 16 per cent of candidates scored full marks.

Question 2

In part (a) candidates were simply asked to list four forms of resistance used by indigenous people against Spanish domination. Most candidates were able to do so. Weaker performances consisted of those students who had studied African slave resistance, and simply transferred those methods to the indigenous peoples. They were less successful in analyzing the advantages that the indigenous people enjoyed in their resistance to the conquest. Most candidates were able to record the fact that indigenous people were better acquainted with the topography of the Americas. A few students noted the fact that the Caribs/Kalinagos were organised for war. A number of students noted the demographic advantage that the Indigenous people had, but failed to note the heavy dependence of the Europeans on indigenous skills and food supplies. The section of the question requiring a comment on the reasons for the failure of indigenous resistance was more competently done. Most candidates with a nodding acquaintance of the conquest, noted European military superiority. However, they did not look into the value systems in that the Europeans believed in total war, or that the belief systems of Indians imposed on them sometimes, the notion of limited war; nor did they bear in mind the ability of the Spaniards to make effective use of the divisions that existed between rival indigenous groups.

Section A: Theme 2 – Caribbean Economy and Slavery

Question 3

The first section of the question which required a knowledge of the organization of slave labour in the logwood and mahogany industry of Belize compared with the sugar industry in other British Caribbean territories, brought out some excellent answers-presumably from Belizean students who were very conversant with the way in which slave (and free) labour was used in the economic activities of Belize. The alternative question specifically required a discussion of the roles of enslaved people in the main stages of the manufacture of sugar and rum. Most candidates had a good acquaintance with the process of sugar manufacture from cane-crushing, through to boiling, crystallization and distillation. This section of the question was worth 16 marks. The candidates were less able to comment on the difficulties that could affect manufacturing of sugar and rum in the Caribbean - including weather and climatic conditions, breakdown of machinery, and industrial accidents. The majority of candidates scored between 50 percent and 75 percent, with a few obtaining full marks.

Question 4

This question tested candidates' knowledge of slave plantation society. This was an essay requiring students to examine in particular, race and class division, family life and gender relations. The question required the usual analysis of the racial divisions of society, and the hierarchies of race and class. The syllabus now requires an examination of the position of enslaved women. It is surprising, therefore, that candidates did badly on this question - with students achieving between sixteen percent and forty-eight percent. Candidates are reminded to read questions carefully. Traditionally, candidates have responded very effectively to this theme on plantation society.

Section B: Theme 3 – Resistance and Revolt

Question 5

Candidates were asked to outline factors that contributed to the development of Maroon societies in the Caribbean. In Section (b) they were asked to outline difficulties faced by Maroon societies, and in Section (c) to discuss the measures taken by Maroons to overcome the difficulties they encountered. In Section (a) there were the stock responses that the Maroons wanted to be free, and that once communities had been established, other runaway slaves joined them. Peculiarly enough, there was very little mention of the origin of the Maroon communities in Jamaica at the end of the Spanish period, and little discussion of the topography of those countries in which Maroon communities were established. Section (b) found candidates discussing attacks by metropolitan troops on Maroon communities. There should have been further discussion, however, on the problems of the environment, access to supplies, the destruction of agricultural plots by the pursuers of Maroons, and the shortage of women. Many students handled the measures adopted by the Maroons quite well- including the signing of treaties, development of skills in guerrilla warfare, establishment of group cohesion, and a surveillance network.

Question 6

This question which tested candidates' knowledge of the Barbados 1816 slave revolt and its aftermath, was not well done. Section (a) which asked for reasons for the revolt elicited fair and obvious responses such as slaves wanted to be free. Candidates should also have looked at the timing of the revolt, the complacency of the slave owners, and the persistent rumours that freedom had been granted but was being withheld by slave owners. Section (b) which asked for an explanation of factors responsible for the defeat of the slaves generally pointed to the military superiority of the Europeans, and was fairly well done. However, Section (c) which asked for an analysis of the impact of the revolt on the anti-slavery movement found candidates wanting.

Section B: Theme 4 – Movement towards Emancipation

Question 7

This question, divided into four parts asked candidates to identify groups who were opposed to slavery and groups opposed to abolition, to explain the reasons for the opposition to abolition Section (c), and to describe how the anti-slavery movement organized its activities. The simplest sections (a) and (b) were well done but were worth only four marks. In Section (c) candidates did a good job of pointing to the economic value of slavery (as planters understood it), the belief by planters and their associates that slavery was good as a civilizing influence on the African, racism, and the assumption by planters that there were no viable alternatives to slavery. This section was worth most marks - 12. Many candidates did well in Section (d) as they discussed the pamphleteering work, street meetings and other propaganda efforts of the anti-slavery society, and identified prominent individuals engaged in the anti-slavery efforts with respect to the slave trade, and amelioration.

Question 8

Candidates were not happy with this question which required a knowledge of the abolition movement in the British, Spanish and French areas. Section (a) which specifically addressed the British Caribbean was the best done; but they were at sea for Sections (b) and (c) which asked for factors in the abolition of slavery in the French Caribbean and Cuba.

Section B: Theme 5 – Adjustments to Emancipation, 1838-1876

Question 9

This is a theme that is frequently tested, because adjustments to Emancipation, in practical terms, meant an effort by planters to continue to bind ex-slaves to the plantations, while ex-slaves endeavoured, where possible,

whether by squatting or land purchase to assert some independence of the plantation. Sections (b) and (c) of this question were satisfactorily done. Section (c) which asked for an explanation of the decline of sugar production in some British Caribbean territories was not as well done.

Question 10

This was an essay which asked candidates to give reasons why planters decided to secure immigrants to work on their plantations after 1838; the reasons why some government officials in England and the Caribbean objected to this immigration; the factors which caused Indian immigrants to leave their homeland to come to the Caribbean; and the reasons for planter decisions to make India the main source of labour. The performance was satisfactory and there were very good scripts that demonstrated a thorough grasp of the question of immigration.

Section C: Theme 6 – Economic Diversification, 1875-1985.

Question 11

Section (a) of this question tested the knowledge of candidates on the sugar industry of the British Caribbean. Candidates were expected to demonstrate knowledge of the technological changes, experimentation with new types of cane, education, establishment of Central factories, as well as the search for new markets (including Canada). They were tested on the Cuban sugar industry in Section (b). Here candidates were expected to note the technological advancements in the Cuban sugar industry, the injection of new capital, the availability of markets, the importance of slavery up to 1886, the possibility of large scale production in a large, fertile country. Generally, candidates seemed to know more about the Cuban sugar industry than about the British Caribbean. Several candidates ignored the question asked and proceeded to give reasons for the decline of the sugar industry in the British Caribbean. Many candidates incorrectly emphasized indentured immigration as the primary factor in the recovery of the British Caribbean sugar industry. The main weakness in Section (b) concerning the Cuban sugar industry's prosperity compared with the British Caribbean was that candidates simply listed points without discussing them. This was a very popular question and the results were generally satisfactory.

Question 12

As in the past, candidates evaded this question. Those who did it engaged in guess-work. It is possible that in preparing candidates sufficient emphasis is not being placed on the fact that the theme 'Economic Diversification' extends chronologically from 1875 to 1985. Teachers should remember, therefore, that the theme 'Economic Diversification' now covers a much broader period. Candidates need to be prepared for developments in the Caribbean bauxite and alumina industries, the petroleum industry, tourism, and light manufacturing in the Caribbean.

Section C: Theme 7 – Social and Economic Conditions in the 20th Century

Question 13

This question based on the Theme, 'Social and Economic Conditions in the 20th Century' tested candidates' knowledge of the conditions in the British Caribbean that encouraged migration, and required an assessment of the impact of this migration on Caribbean society. This was one of the most popular questions in the section. Unfortunately, many candidates ignored chronology and spoke extensively of the post-Emancipation period- to the extent that there were discussions of ex-slaves in a period when slavery had long passed. However, most candidates were able to explain fully the factors which led to migration. There was only

limited discussion of the demand for labour in the Spanish Caribbean and Central America- much of the demand based on the expansion of U.S. capital in railroads, bananas and sugar. Factors such as limited economic opportunities in Caribbean agriculture, including low wages, and conversely the real possibility of higher wages in the Spanish Caribbean were omitted. Section (b) was not done as well as Section (a) with some candidates confusing the causes with the effects of migration. Some candidates gave sociological rather than historical explanation. The question was popular, and the answers were generally satisfactory.

Question 14

This was an essay question which tested candidates' knowledge of efforts by British Caribbean governments to improve education and health for their citizens between 1962 and 1985. While there was mention of governments building schools and hospitals; the answers were not strong with respect to government policies, which included efforts to eliminate contagious diseases such as typhoid fever, malaria, polio, nutritional programmes, in particular for school children; the establishment and expansion of tertiary and technical and vocational institutions; the expansion of school spaces at the Primary and Secondary School level, and moves towards (in some territories) compulsory education; and finally, the growth of education budgets.

Section C: Theme 8 – The United States in the Caribbean 1776-1985

Question 15

Teachers are advised to have a close look at the syllabus. In the past, candidates have delivered very good answers on the U.S. in Panama, for example. This year's answers confirm that the whole syllabus is not being covered. Section (a) asked candidates to indicate the extent to which the U.S. Independence War affected the British Caribbean. There were vague references to the limitations imposed on trade. But there was no discussion of the movement of 'loyalists' for example to the British Caribbean, or the efforts of the British Caribbean to promote local production. Little mention was made of the fact that consideration was given in some quarters to linking British Caribbean political fortunes to those of North America. Chronological confusion was demonstrated in the fact that some answers discussed relations between the U.S. and the Spanish Caribbean and Haiti in the late nineteenth and early twentieth centuries. The performance was disappointing.

Question 16

Section (a) of this question sought answers on US influence in the British Caribbean between 1939 and 1945 (World War II). Section (b) asked for the reasons for the growth of US trade and investment in the British Caribbean after 1945. Ignoring the question asked in Section (a), candidates discussed US influence on Caribbean culture. There was no discussion of the establishment of naval bases in the Caribbean during World War II, or the fact that the US considered establishing a Protectorate over the British Caribbean during the war years, and the impact on employment. Section (b) was even more disappointing, given that for 20 marks candidates were asked to look at US trade and investment in the British Caribbean after 1945. The answers should have taken into consideration that with growing autonomy in Caribbean politics, US investment was encouraged and had an impact on aviation, the construction of international airports, the growth of tourism, the hotel industry; the demand for oil which led to the expansion of the petroleum industry in Trinidad, the bauxite and alumina industry in Jamaica and Guyana and the policies in the 1950s of encouraging US capital in imitation of the Puerto Rican 'model'. Candidates had surprisingly little information on Section (b).

Section D: Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17

True to form this question was poorly answered. The tendency over the years has been for candidates to prepare the Federation of the 1950s, and ignore the earlier attempts at Federation. The responses to the question, which was intended to test knowledge of the Leeward and Windward Federation, and challenges to the success of those Federations, showed an absence of preparation.

Question 18

In past years candidates have performed very well on the reasons for the rise and fall of the British Caribbean Federation. This was not the case this year. Some papers were flawed in the sequencing of events, and explanations for the collapse of the Federation were poor. The general impression was that the candidates were not prepared for a question on the Federation of the British West Indies. Issues such as Freedom of Movement, the Customs Union, debates on the location of the Federal Capital, insularity, the prospect of independence without Federation were not highlighted. The disagreements between Trinidad and Jamaica, differences of opinion as to whether the Federal government should be a strong or weak central authority needed to be discussed.

Section D: Theme 10 – Social Life, 1838-1962

Question 19

This question required candidates to give evidence for the claim that there was widespread poverty in the British Caribbean in the 1930s and 1940s. In Section (b) they were asked to describe measures taken by the colonial governments to bring relief to working peoples in the British Caribbean between 1945 and 1962. Responses showed a good understanding of poverty and showed evidence to support such claims. In section (b) however, there was a tendency to confuse the evidence of poverty with the causes of poverty. There was also an unnecessary concentration on racial discrimination as a cause of poverty. Knowledge of what governments did to bring relief to working people was weak. It is evident that social policies of Caribbean governments are not well known. Candidates also showed confusion in chronology, by emphasizing the immediate post-emancipation period, not the twentieth century. The performance was barely satisfactory.

Question 20

This question tested candidates' knowledge of the relationship between the Christian Church and the African community. Section (b) also examining the role of the Christian Church inquired about the reasons why the Christian Church found it difficult to convert the Indian immigrant to Christianity. Although answers were generally satisfactory in Section (a), candidates sometimes spent too much time discussing reasons why people of African descent rejected Christianity, and discussing black and white relationships during slavery as a reason for rejecting Christianity. The word 'retained' in the question was generally ignored. Perhaps more effort should be made to look at the works of Mary Turner and Shirley Gordon in order to understand the context of Christianity prior to abolition. The work of the Religious bodies in the post-Emancipation period in the foundation of mutual aid societies, free villages and educational development in the Caribbean needed more attention. Candidates were more comfortable with Section (b), demonstrating good knowledge of the continuity in Indian culture.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
MAY/JUNE 2007**

CARIBBEAN HISTORY

**Copyright © 2007 Caribbean Examinations Council ®
St. Michael, Barbados
All rights reserved.**

CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2007

GENERAL COMMENTS

Paper 01 – Multiple Choice Paper

This paper consists of 60 multiple-choice items, thirty of which test knowledge and thirty the use of knowledge.

Paper 02 – Essay Paper

This paper consists of 20 essay questions, testing all themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer four questions, one each from four sections, for a total of 100 marks.

Paper 03 - School-Based Assessment

This paper consists of three assignments or one project. Candidates, with the guidance of their teachers, are required to select a topic and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Paper 03/2 – Alternative to School-Based Assessment

This is the Alternative Paper to the School-Based Assessment for private candidates. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 02 – Structured Questions and Essays

General Proficiency

Section A – Theme 1: The Indigenous Peoples and the Europeans

Question 1

The first section of this question tested knowledge of slash and burn agriculture, the efficiency of the Arawak system of agriculture and methods, apart from agriculture, used by the Arawaks to obtain food. Candidates were, in general, quite comfortable with the question. They did seem more proficient with Section (c) than (b). In Section (b) they failed to identify rotation of crops, the fertilisers, the importance of prevailing climate and cooperative farming or pooled labour, but in Section (c) they recognised hunting, gathering, fishing, rearing and exchange/bartering/trading. The better candidates therefore earned very good scores.

Question 2

This question tested the candidates' knowledge on the artistic quality of articles made by Arawaks and the ways in which the Mayan civilisation demonstrated great intellectual ability and engineering skills. Candidates experienced difficulty in identifying artistic articles produced by the Arawaks and tended to be vague in their description of the artistic command of the Arawak even though the better candidate did mention basketry, weaving, carving and painting giving appropriate examples of each. In general, while the skills were mentioned, their application was omitted. In the (b) section, engineering skills were better known than intellectual ability. The pyramids, cities and roadways were often mentioned. The better candidates mentioned astronomy, mathematics, calendars and libraries. There were therefore some very competent responses earning scores at Levels I and II.

Section A – Theme 2: Caribbean Economy and Slavery

Question 3

The first section asked for knowledge of the main features of the organisation of the triangular trade while the second section tested candidates' knowledge of the effects of the trade on West Africa. Section (a) produced better responses but Section (b) elicited some very thoughtful responses. In Section (a) candidates exhibited a fair understanding of the triangle and the basic features of the trade conducted at each point, while in Section (b) the better candidates referred to depopulation of the young, energetic and productive, the introduction of the gun-culture, corruption, interruption of economic activity, under- development, disruption of social structure and order. It was noted that there was no mention of the emergence of the military state, disappearance of small cities/tribes/groups, the creation of the African middleman, vulnerability to droughts and famine and the emergence of a taste for European goods. This question enjoyed a high degree of popularity and produced some very good responses.

Question 4

This question enjoyed moderate popularity and produced some very good responses. Candidates seemed to be more comfortable responding to Section (a) which tested their knowledge of why it was difficult for the enslaved Africans to practise their traditional culture on the plantation. Section (b), which explored the retention of some aspects of African traditional culture in the Caribbean, challenged candidates' knowledge of the factors which facilitated retention and produced less focused responses. In Section (a) candidates were able to mention the system of deculturation, the practice of division and separation, the absence of spare time, adjustment to a new and hostile environment and encouragement to adopt the master's culture. In Section (b) they failed to mention such aspects as the resistance and rebelliousness of the enslaved, the role of new arrivals from Africa, the influence of the oral tradition and exploitation of the Sunday market. The indications are that teachers need to spend some time exploring this aspect of the syllabus.

Section B – Theme 3: Resistance and Revolt

Question 5

This was a very popular question and produced some of the very best responses. Divided into 3 sections, the question focused on slave control in British and French colonies. Surprisingly, Section (a) proved the most challenging, requiring candidates to explain the need to control the enslaved African on the Caribbean sugar plantation. Some students struggled with this section, mentioning only the fear for their safety. Only a few expanded to include, maintain production, fear of losing animals and equipment, the numerical disproportion and the instinctive desire of the enslaved to be free. On the other hand, candidates tended to easily answer Section (b) and even (c). In Section (b) candidates more often than not did not make use of a thematic approach and would list a variety of control mechanisms rather than identify the methods,

such as legal, economic, psychological, cultural, physical and military. In Section (c) the candidates' grasp of the Spanish slave laws could also be considerably improved.

Question 6

This was the essay question which tested the candidates' knowledge of the factors responsible for the outbreak of the Haitian Revolution or accounting for its success. There were a number of good responses but in general the question was not well done. Candidates could not properly differentiate between factors responsible for the outbreak of the revolution and those accounting for its "success". They tended to use the same factors as favouring both. Additionally, there was also a tendency to overemphasise the role of Toussaint both in Sections (a) and (b). In accounting for the success, candidates should have been able to make better use of the unity of the enslaved, the timing of the revolt, the work of Dessalines and Christophe, the preoccupation of France with domestic upheavals, and perhaps the role of disease which decimated the invading European forces.

Section B – Theme 4: Movement Towards Emancipation

Question 7

This question focused on the Amelioration measures. It was divided into three sections testing in (a) knowledge of the measures, (b) reasons why they were introduced and (c) planter response to the measures. There were not many attempts to address the French situation; most responses focused on the British. In general, candidates seemed familiar with the topic but the responses lacked depth and specificity. There were too many generalised statements which tended to weaken the quality of the responses. There were a few cases where candidates misread Amelioration for Apprenticeship. In Section (a) candidates experienced some difficulty in identifying three amelioration measures and in Section (b) they failed to mention the failure of the planters to improve the system after the abolition of the trade, concern for the continued well-being of the cane sugar economy, fear of a repeat of the Haitian experience, appeasing growing public dissatisfaction or undermining the efforts of the abolitionists. In Section (c) candidates fully understood the question but could not show how the planters reacted, preferring to respond to why they reacted. While there was not a proliferation of outstanding responses, there were quite a number that were fair.

Question 8

This question was based on the Apprenticeship. It tested knowledge of the Act of Abolition, why Apprenticeship was considered necessary, and the difficulties experienced by the Apprentices. Section (a), in which the candidates were asked to identify two clauses in the Act, produced confusion between Amelioration and Apprenticeship, but Sections (b) and (c) were generally well done. There was, however, a surprising failure to mention the contradiction of being free and yet not free, apprenticeship as a ploy to sustain the cane sugar economy and allow time to become adjusted to a wage economy. In Section (c) the responses explored the full range of the mark scheme producing some very solid responses.

Section B – Theme 5: Adjustments to Emancipation, 1836-1876

Question 9

Candidates were very comfortable with this question which focused on post-emancipation Caribbean peasantries. Section (a) tested candidates' knowledge of the reasons for the establishment of peasantries while Section (b) asked candidates to deal with some of the difficulties faced in the attempts to establish themselves as peasants. Responses were stronger in Section (a) of the question, but in general candidates performed very well in Section (b) as well.

Question 10

This was undoubtedly one of the most unpopular questions of the 2007 paper and the responses in general were poor. The indications are that candidates were intimidated by Section (a) of the question which focused on the education policies of British Caribbean governments. Candidates grappled with the basic flaws in the education system ignoring almost completely the concept of policy. Sections (b) and (c) which treated with the Morant Bay rebellion, where attempted, tended to reflect inadequate preparation and a poor knowledge base. There were very few responses that reached a satisfactory standard.

Section C – Theme 6: Economic Diversification, 1875-1985

Question 11

This question was not done as well as expected. The question tested the candidates' knowledge of the measures adopted to breathe new life into the British Caribbean cane sugar industry in the late 19th and early 20th centuries and required them to explain the effects of these measures on the sugar industry. Section (a) was fairly well done. Here, candidates mentioned reduction in the size of the labour force, amalgamation of plantations, the introduction of the central factory, use of fertilisers, mechanisation, the establishment of departments of agriculture and access to new markets. In Section (b) candidates did not properly address the "effects". Often they located the effects in the (a) section and failed to repeat them in the (b) section where they were properly required. Many candidates encountered difficulty in chronology/periodisation preferring to ignore the required time frame and listing measures adopted in an earlier period, the most popular error being immigration and indentureship. Responses would have been stronger and better rewarded had they explained reduction in the cost of production, greater centralisation of production, enhanced quality as a result of scientific innovations and new machinery and equipment, reduction in cost of production through retrenchment, and reduction in wage rates.

Question 12

This was the second extended essay question which was poorly done. The question sought an explanation for the expansion of the cultivation of crops other than sugar cane, in the late 19th and early 20th centuries. Candidates focused on the sugar industry to the neglect of reasons for the cultivation of other crops. They failed to identify the crisis in the sugar industry, encouragement from many local governors, the effects of the 1882 and 1897 commissions reports, the influence of the departments of agriculture, favourable import duties, investments, market demand and high prices overseas. Diversification in its various forms is a regular question and on occasion has produced very good responses. It did not do so on this occasion.

Section C – Theme 7: Social and Economic Conditions in the 20th Century

Question 13

This question tested candidates' knowledge of the reasons for women becoming more active in public life between 1838 and 1962 and the ways in which women's clubs and organisations helped to improve women's lives over the same period. The responses indicated a basic lack of sound knowledge with many candidates relying on common sense in answering the question. There were better responses to Section (b) than to (a). In general, it does not seem that the candidates were well prepared on the subject of women. Teachers are encouraged to focus on changing attitudes, the cumulated effects of, and response to, chronic discrimination, failure of male leadership, need to augment the domestic income, expanding opportunities for women, examples of women in other parts of the world and encouragement from international organisations. For Section (b) teachers may want to focus on the provision of examples of liberation, leadership and training opportunities; emphasise the significant role of women, earning for them the respect and tangible benefits previously denied; concentrate on women's issues; help in improving working conditions for women.

Question 14

This question was subdivided into three sections focusing on working conditions and the development of trade unions in the British Caribbean. Section (a), which tested candidates' knowledge of the improvements in working conditions introduced by trade unions, had the best responses. Here the responses included minimum wage, reduced work day and week, compensation for injuries, anti-child labour laws, sick leave and annual vacation leave with pay. Most candidates were weak in their knowledge of the links between political parties and trade unions demanded by Section (b) and were even less prepared to deal with the factors that favoured the development of trade unions between 1930 and 1960 as required in Section (c). In this section there were few references to the Moyne Commission report, the favourable disposition of the British Government, the restiveness of the 1930s, the effects of World War II, the success of unions overseas, the availability of capable leaders and the support of international organisations such as ILO, WFTU and the ICFTU. On the whole, while there were a few good responses, most were deficient. Though candidates probably had the requisite knowledge, they failed to relate/apply it to the question set.

Section C – Theme 8: The United States in the Caribbean, 1776-1985

Question 15

This question focused on the relationship between the United States and the Caribbean. Section (a) tested candidates' knowledge of the ways in which US occupation affected Puerto Rico between 1898 and 1917. In this section, candidates' responses included the growth in US investment, especially in sugar, the exchange in colonial status, [US for Spanish], expansion of US political control, and investments in physical and social infrastructure. Section (b) tested knowledge of how the US succeeded in acquiring land to construct the canal across the Isthmus of Panama by 1914. Section (b) produced the better responses with candidates identifying the various nations involved, the treaties involved and the general historical process. It was obvious that candidates possessed much general knowledge but failed to produce organised and chronologically correct responses. In general, however, there were some very good responses to the question.

Question 16

This question focused on Cuba between 1959 and 1962. Section (a) tested candidates' knowledge of the reasons why Cubans were unhappy with the government of Fulgencia Batista in 1955, while Section (b) tested knowledge of the factors which accounted for the breakdown in relationships between Cuba and the US between 1959 and 1962. In Section (a) candidates were able to mention the corrupt nature of Batista's rule, his alliance with the Americans, his attack on the University of Havana, recessions in the Cuban economy and crime. In Section (b) candidates mentioned nationalisation of American assets, alliance with the USSR, communism, and the rise of anti-American sentiments, the missile crisis and exporting the revolution. From the responses it became clear that the candidates possessed some knowledge of the question but failed to produce chronologically correct and focused responses. In general, there were some very good responses suggesting some gradual improvement in the preparation for this theme.

Section D – Theme 9: Movements Towards Independence and Regional Integration up to 1985

Question 17

Candidates performed relatively well in this question in which Section (a) tested their knowledge of the factors which encouraged independence movements in the British Caribbean and (b) the reasons why Caribbean leaders favoured a federal system of government in 1958.

Some candidates experienced difficulties in differentiating between “independence” and “freedom/emancipation” in Section (a) of the question. Candidates demonstrated a sound understanding of Section (b). They knew the reasons for federation and a number of candidates provided detailed responses focusing on specific events and significant personalities and as a result there were a number of Level I and II responses.

Teachers would be well advised to focus specific and additional attention on chronology, centuries and periodisation.

Question 18

This question was not a popular choice of the candidates. An essay question which required a knowledge of the attempts by the people of the Dutch Caribbean to govern themselves between the 1940s and 1986 in Section (a), and in (b) a knowledge of the advantages to be derived by becoming Overseas Departments of France in 1946. Candidates demonstrated very little knowledge of Dutch Caribbean politics and government and so the responses were very weak. There was a more encouraging display of knowledge of the advantages of French assimilation even though the responses tended to be superficial and lacking in detail.

With the increasing accessibility and availability of recent text dealing with the politics and government of the Dutch Caribbean, teachers are encouraged to address the absence of depth and detail which currently characterises responses to questions on the Dutch.

Section D – Theme 10: Social Life, 1838-1962

Question 19

This was undoubtedly the most popular question in Section D. It was an essay type question which focused on the changing attitudes to women in Caribbean society. In part (a) candidates were required to demonstrate familiarity with the factors which led to discrimination against women in Caribbean societies between 1838 and 1945. Part (b) tested knowledge of the factors accounting for improved attitudes after 1945. Responses ranged from very good to extremely poor. Many candidates demonstrated a sound appreciation of both (a) and (b) but there were too many generalised responses. In too many cases candidates focused on negative behaviour patterns of women (prostitution/promiscuity) rather than on the factors responsible for discrimination. Some candidates became bogged down in the slave experience of women which they extended into race and class perceptions. In general, there was a tendency among the weaker responses to be too preoccupied with sexual misconduct of one form or the other.

Question 20

This was a very popular question but the responses were very poor indeed with a proliferation of very low scores. The question demanded knowledge of the influence of the colonial past on Caribbean architecture and ways in which local conditions and circumstances modified the colonial influence. In general candidates demonstrated a distressing unfamiliarity with the term, notion and/or concept of architecture. Some also seemed to have experienced problems with the concept of a colonial past. The end result was a very poor response to the question.

While the failure to adequately address this aspect of the syllabus might be influenced by the paucity of literature, teachers are advised that while the documentation is not elaborate or extensive, there are a few that are sufficiently helpful and should be consulted.

Paper 03 – School Based Assessment

Candidates' assignments and projects reflected much effort, time, guidance and careful allegiance to guidelines for marking. Although many candidates used a variety of illustrations to enhance their responses, some were misplaced or lacked documentation. The use of illustrative material should be encouraged but in order to be effective, it should be relevant to the topic, appropriately placed and documented.

Some candidates' assignments were mainly factual, requiring recall rather than analysis of information. There were a few assignments which were not sufficiently challenging and some which encompassed the present day, clearly outside the scope of the syllabus. Assignments with multiple parts are also unsuitable for SBA.

Recommendations

- Students must be encouraged to provide proper referencing in assignments.
- Students must be reminded that handwritten assignments should be legible.
- Teachers must ensure that the correct range of samples is submitted.
- Exposure to primary sources is necessary for answering document-based questions.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
MAY/JUNE 2008**

CARIBBEAN HISTORY

**Copyright © 2008 Caribbean Examination Council ®
St. Michael, Barbados
All rights reserved.**

CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2008

GENERAL COMMENTS

Performance in this year's examination was moderate. The percentage of candidates achieving Grades I - III was 66.12 compared with 68.45 in 2007. As in past examinations, performance on themes in Sections A and B was better than on Sections C and D.

Paper 01 – Multiple Choice Paper

This paper tested the core of the syllabus and candidates demonstrated a good grasp of the content tested. Performance across the profiles was similar.

DETAILED COMMENTS

Paper 02 – Structured Questions and Essays

SECTION A – Theme 1: The Indigenous Peoples and the Europeans

Question 1

The first half of the question tested candidates' knowledge of gender relations in either Kalinago or Arawak society. Answers were expected to range from issues of political succession, status, family life and marriage. With respect to the Kalinagos, candidates were expected to respond with comments on the subordination and separation of females, the role of women in agriculture, the enslavement of women and the role of men as warriors and traders. Many candidates did not understand the word 'gender, non gender relations'. Some candidates gave physical descriptions of the indigenous population.

Section (b) required a description of the social organization of the Maya, including leisure, social structure, occupational status, diet, organization of agriculture, religion, and daily life. Candidates confined themselves to generalities rather than to specifics. For Section (b) like Section (a) the responses were disappointing.

Question 2

This was a popular question which tested candidates' knowledge of the impact of conquest on indigenous society in terms of demographic decline, impact on culture and religion, the collapse of the indigenous economy and labour relations. Section (b) tested candidate's knowledge of the impact of the 'discoveries' on Europe. Candidates were expected to discuss immigration opportunities, the expansion of opportunities to acquire bullion, geographical knowledge, flora and fauna. Performances were in both sections very good.

Theme 2: Caribbean Economy and Slavery

Question 3

This question, required for Section (a) that candidates explain why captive Africans were brought to the Caribbean in the sixteenth century. Candidates were expected therefore to have some knowledge of the Spanish imperial economy, the relationship between the decline of the Indigenous population and the demand for sources of labour for both mining and agriculture, as well as the tradition of African enslavement on the Iberian Peninsula. However, the tendency was for candidates to place great store on the supposed physical strength of Africans, experience of farming, ability to cope with the climate rather than discuss the economic demand for labour. Candidates were making no clear distinction between the importation of labour in the 1500s and the later (seventeenth century) large scale importation of Africans for labour in the sugar plantations of the British and French Caribbean – the focus of Section (b). Knowledge of the ‘Sugar Revolution’ of the seventeenth century was surprisingly limited. The problem of chronology continues to affect performance.

Question 4

This question sought to assess candidates’ knowledge of the relationship between race and social relations on the sugar plantations of the Caribbean in the 18th century. Answers were expected to include how colour gradation and race affected class, status and the opportunity structure of society. Other areas included the role of mixed bloods; the impact of race on military and religious organization, social tensions resulting from race; sexual relations and the abuse of black women.

Section (b) continued the discussion of plantation society, this time focusing on gender relations and family life. Responses were expected to include the separation of families, the minimising of family life, punishments inflicted on women during pregnancy, the inability of women to perform their traditional gender roles, the contrast between white and black females, and the role of older women. Candidates were unable to separate the data needed for sections (a) and (b). Generally, candidates found this question difficult.

SECTION B: Theme 3 – Resistance and Revolt

Question 5

This question was the most popular question in Section B. Divided into three parts, the question tested candidates’ knowledge of slave resistance to the plantation regime under the terms ‘active’ and ‘passive’ resistance. Candidates were also required to outline modes of resistance that were confined to women. While some candidates found it difficult to distinguish between ‘active’ and ‘passive’ there were many excellent answers, which demonstrated a thorough acquaintance of candidates with the theme of slave resistance.

Question 6

This essay question required candidates to discuss the effects of the Haitian Revolution on Haiti itself and on the Caribbean generally. Answers were expected to include the political, economic, and social impact of the Revolution on Haiti, including the expulsion of the French planters, the freedom of the enslaved Africans, land/agrarian reform, emergence of coffee as the major export, relations with the western world which isolated Haiti diplomatically and commercially or the impact on the Caribbean. Candidates were expected to note the impact on the sugar industry in the Caribbean, fear of revolts in

imitation of the Haitian experience, the migration of French planters to other parts of the Caribbean and the spread of coffee technology by the migrating French. Here again the problem of chronology arose, instead of a discussion of the impact of the Revolution on Haiti, many candidates described the state of St. Domingue society before the revolution. Responses on the impact of the Haitian Revolution on the rest of the Caribbean were well below expectation. The overall performance was unsatisfactory.

Theme 4: Movement towards Emancipation

Question 7

Divided into three parts, the question assessed candidates' knowledge of the background to, the lack of success of post 1807 slave revolts and the relationship between these slave revolts and the abolition of plantation slavery. The weakness of the answers to part (a) rested on the fact that candidates failed to pick up the significance of the date of the abolition of the slave trade. They were generally stronger on section (b) for the simple reason that the lack of success after 1807 was comparable to the period before 1807. There was very little discussion of the belief of enslaved Africans that freedom had been granted but was being withheld; or that slave masters intensified repression; or that the successful Haitian Revolution encouraged hopes of freedom among the enslaved population. There was little discussion on the role of missionaries, the fear of generalised revolt or the strengthening of the humanitarian campaign.

Question 8

This was the least popular question in the section. The question was divided into three parts. The first and second parts sought to test candidates' knowledge of the similarities and differences between the British and French anti-slavery movements, while part (c) asked students to explain the factors responsible for the success of the British anti-slavery movement. As usual, there was some resistance to the question by candidates who tend to avoid questions on the French Caribbean (except for Haiti). Section (a) anticipated such responses as similarities in development, late 1700s beginnings, led by organised Abolitionist movements, role of prominent personalities, influence of 1800 revolts and change of administration. In section (b) students were expected to explore the degree of militancy in the groups, consolidated strength of the movements, reach of public campaign and the consistency of pressure from the enslaved. Finally in section (c) students failed to sufficiently explore the existence of a climate of reform in Britain, earlier formation of the first anti-slavery society, early success in 1772, 1788 and 1807, the massive literacy campaign, and the consistency and gravity of the self liberating influence of the enslaved. Although it was not a popular question several candidates who responded produced very good answers.

Theme 5: Adjustments to Emancipation, 1838-1876

Question 9

This question tested candidates' knowledge of the factors that led to the introduction of indentured labour, and the contribution of Indian indentured workers to the sugar industries of Guyana and Trinidad in the latter half of the nineteenth century. Candidates commented on the perception that there was a shortage of labour, or irregularity in supply, the exodus from plantations, and the determination of planters to keep wages down. For the second half of the question candidates made valid points on the strengthening of the Guyanese and Trinidad sugar industry and cane-farming. Some candidates discussed rice cultivation, though the question did not assume a discussion of rice cultivation in Guyana and Trinidad. The performance was satisfactory.

Question 10

Candidates found this question on the role of missionaries and missionary groups less attractive than Question 9. In part (a) candidates were asked to describe the assistance of missionary groups and churches in the development of free villages and of the free persons in part (b). In response to part (a) they were expected to indicate the extent to which the religious bodies provided finance, secured land, promoted self-help, employment opportunities, education, mutual aid societies and village settlements. In part [b] they were expected to explore such enabling actions of the Church, as the Christianising activity, role models, teaching and training in important life skills, guidance and counselling, leadership and effective representation, in their desire to assist the former ex-slaves to adjust to their 'free' condition. Some candidates found it difficult to separate what was being asked in part (a) from what was being asked for in part (b).

SECTION C – Theme 6: Economic Diversification, 1875-1985

Question 11

This question was extremely popular. Part (a) asked for a discussion of the difficulties [within the British Caribbean] faced by the sugar industry in the late 19th and 20th centuries. Candidates generally failed to discuss the impact of production costs, technological backwardness, soil exhaustion, natural disasters as factors within the British Caribbean that adversely affected sugar. In section (b) where they were asked to explain the external factors that affected the sugar industry most candidates were able to point to competition – whether from beet sugar or Cuban and Brazilian cane sugar. They were however extremely limited on capital availability and access, increasing shipping costs, high dependence on imports and uneconomic pricing of Caribbean sugar on the European market. The confusion among candidates is evident in their discussion of the economics of slavery. Chronology continues to be a major problem. The performance on this question – so frequently tested – was disappointing.

Question 12

Continuing the theme of diversification, Question 12 (a) and 12 (b) asked for the general factors that encouraged diversification from the 19th century and promoted industrial enterprises in the British Caribbean since 1945. Although there were some good responses, the performance was not altogether satisfactory. Most candidates were able to note that the problems of the sugar industry helped to encourage diversification, but there was only limited discussion of market opportunities for products such as cacao, citrus, bananas, especially in the USA. The internal marketing system in countries such as Jamaica, linked to diversification of production by the freed people was not touched for the most part. Since the question opened up the chronological possibilities for the twentieth century, candidates could have taken the opportunity to discuss bauxite/alumina and petroleum. As for the post-1945 period, some candidates recognised that War conditions helped to promote import substitution, but there was not much discussion on official policies of import substitution, nationalism, incentives to foreign capital, or the influence of Puerto Rico's Operation Bootstrap.

Theme 7: Social and Economic Conditions in the 20th Century

Question 13

The question required candidates to outline five methods used by Marcus Garvey and the UNIA to improve the condition of Blacks in the Caribbean and in section (b) to give three reasons why many people were opposed to Garvey. On the whole the responses were disappointing. There was little knowledge of the conditions that he sought to change, no serious discussion of the Negro World, the role of Garvey in promoting small business, the Negro Factories Corporation, the Black Star Line, the formation of the PPP, the incorporation of women into the movement, the advocacy of Black consciousness throughout the world. The poor performance in Section (a) was followed by an equally weak performance in Section (b). Candidates displayed little familiarity of Garvey's race first policy, his imprisonment which fed the perception that Garvey and the UNIA were dishonest, local resentment of Garvey's Back to Africa Movement and the strong pro-imperial sentiments among some sections of the Black elite in the Caribbean.

Question 14

The question required an analysis of the factors that encouraged the growth of trade unions in the Caribbean – including legal reforms, workers' protests, institutional assistance from the British TUC, the activities of labour leaders such as Alexander, Bustamante, Bird and Joshua and the role of international labour organisations. Instead candidates focussed their discussion on poor working conditions. The second half of the question was more competently done. In section (b) where candidates were required to outline four ways in which labour laws have benefitted Caribbean workers, candidates saw them mainly as 'corrective' to the dire working and living conditions and were familiar with the wide range of benefits which moderated living and working conditions in the Caribbean.

Theme 8: The United States in the Caribbean, 1776-1985

Question 15

This was a relatively popular question and the descriptions of the steps taken by the USA to acquire land across the Isthmus of Panama to construct a canal were fairly well handled. Here students were quite familiar with the various treaties and political and military interference of the USA in establishing the state of Panama. Less satisfactory was part (b) where candidates were required to explain the reasons for the U.S. Occupation of Haiti in 1914. Here candidates did not explore the perception of Haiti's strategic geopolitical location in the Windward passage, the island's potential as a military base, US commitment to political stability in the area and especially the non-involvement of European powers in Caribbean affairs, the US desire for investment opportunities and heightened sensitivities during World War I.

Question 16

This question required candidates to outline four reasons why Cubans were unhappy with the role of the US in Cuba between 1898 and 1959 and in section (b) reasons why Cuba/US relations worsened between 1959 and 1962. Candidates were happier with part (b) which tested candidates' knowledge of relations between Cuba and the USA following the emergence of Fidel Castro to the leadership of Cuba in 1959. Part (a) which should have elicited comments on U.S.-Cuban economic relations, social and political consequences of U.S. domination, the dictatorship of Batista and the issue of democracy in Cuba, did not receive enough attention. Some candidates could not properly locate the events, once again displaying problems of chronology.

SECTION D – Theme 9: Movements towards Independence and Regional Integration up to 1985

Question 17

This was an essay type question, and there were several excellent answers. Candidates were required to explain the failure of the 1958 West Indian federation. They showed familiarity with most of the issues—insularity, leadership, funding, differences in economic potential, conflict between Jamaica and Trinidad on the vision of the Federation, the Jamaican referendum, the withdrawal of Trinidad and the collapse of the ‘Little Eight’.

Question 18

This question tested candidates’ knowledge of the popular discontent with Puerto Rico’s colonial status between 1900 and the 1940s. Candidates were expected to examine the lure of outright independence, US domination of the Puerto Rican economy, concentration of sugar at the expense of coffee, absence of autonomy, cultural penetration, and violation of the 500 acre law. On the other hand, part (b) asked candidates to discuss any advantages derived from Associated Statehood after 1947 including freedom of access to the US employment opportunity, access to US capital, the development of tourism, industrialisation through Operation Bootstrap, reduction of unemployment and greater political autonomy. This was not a popular question but there were some satisfactory answers.

Question 19

The question, in part (a) asked candidates to comment on the attitude of public officials to non-Christian cultures in the Caribbean. Candidates were expected to explore the Eurocentric notion that if it were not Christian, then it was bad: the negative perception of the Hindu pantheon of several gods, the practice of child marriages, strangeness of the dress, the languages, the ceremonies/festivals and images. In part (b) candidates were required to explain the change in attitude after the 1960s. Here they were expected to explore proximity resulting in familiarity, influence of political advance and greater acceptance of cultures other than traditional Victorian, the success of others in commerce, education and the professions. The responses were broadly satisfactory, though in Section (b) there was a bit of preaching.

Question 20

This was a relatively popular question which required candidates to explain the initial unpopularity of Rastafarianism and its growing acceptance after the 1960s. In part (a) candidates related unpopularity to rough appearance—locks and beard, criminal activity, drugs, outstanding colours, worship of Emperor Haile Salassie, Rastafari [man god], representation as the underprivileged, the outcast and association with violence. In part (b) the acceptance of Rastafari was seen as a consequence of an evolving ‘black consciousness’ and black nationalism, the role of Bob Marley and other Rastafari artists, conversion of intellectuals and scholars and the elevation of adherents to high political, social and economic positions.

CARIBBEAN HISTORY (SBA) 2008

PAPER 03/2 – ALTERNATIVE TO SBA

Most questions were clearly structured and the sources drawn reflected a wide range of historical experiences within the theme.

Questions 4 (b) and 5 required students to go outside the sources provided and draw on their background knowledge.

Question 1

- (a) Most candidates were able to answer this question satisfactorily.
- (b) Most candidates were able to provide satisfactory answers to this question. Some students did not know the meaning of the word “status.” Such students seem to associate it with “aged” so they provided as their answer, “the elderly.”

Question 2

Most candidates attempted Parts (a), (b) and (c) with satisfactory answers.

Part (d) was not well answered. Few students could identify the Deficiency Laws. Many did not seem to understand the question.

Question 3

- (a) Most students were only able to give one correct answer. Most candidates knew that they enjoyed a better quality of life.
- (b) Candidates were knowledgeable about the Maroons.

Question 4

- (a) Students were unable to outline three attitudes from the sources. This question was generally badly done. Most candidates did not seem to understand the word attitude.
- (b) This question required information that was not provided in the sources and about 50% of the candidates could not identify the leader of the 1831 rebellion in Jamaica.

Question 5

This question was not answered as well as was expected for a topic as popular as The Haitian Revolution. Some candidates could not make the connection between St. Domingue and Haiti and treated these as different entities. There were many instances of poor writing skills.

Communication of Ideas

This was poor in most cases. Candidates' responses included either a restatement of the sources or chunks of irrelevant material without showing any understanding of the material. In some cases, there was a clear lack of knowledge of the topic and in other instances, candidates did not seem to understand the question. Generally candidates seemed to be ill prepared for source based questions. They experienced difficulties with comprehension and displayed a very limited knowledge base.

General Comments

1. Most candidates were obviously weak in grammar, spelling and expression.
2. From their responses it seemed that candidates did not have enough experience in answering questions based on primary sources.
3. Answers in many instances were not fully developed, well reasoned and expressed in clear grammatical language.

Recommendations

Candidates should be prepared with more detailed information on the format of the Alternative paper. Candidates should be more thoroughly prepared for this type of examination.

Texts with documentary extracts, such as Augier and Gordon, Sources of West Indian History are recommended for class room use.

School Based Assessment

Generally assignments were well structured and clear. The majority were relevant to the theme suitable for research and met the CXC level of difficulty. However there were assignments that were too demanding given the word and page limit.

Some assignments were too factual requiring students to recall rather than analyse information. There were a few assignments which required too low a performance level by the students and did not challenge them to higher level learning activities.

The CXC History Syllabus ends at 1985. Assignments encompassing the present day are clearly outside the syllabus. There were a few which fell into this category,

Several assignments were set without a specific time frame. These permitted students to extend their answers outside the boundaries of the CXC Syllabus. There were also a few assignments with multiple parts. These are unsuitable for SBA.

Some candidates' assignments/projects reflect effort, time, guidance and careful allegiance to the guidelines for marking. Many candidates used a variety of illustrations to enhance their responses. Some of these were misplaced and lacked documentation and made no reference at all to the illustration in the text of the assignment.

The use of illustrative material should be encouraged, however, students should be advised that to be effective, these must be relevant to the topic; appropriately placed and documented.

There were some instances where it could be observed that the work was not that of the candidates.

Presentation was generally very satisfactory but there were a few candidates whose handwriting was illegible. There were some cases where the assignment was not written on the script.

There were instances when fractional marks – $8 \frac{1}{2}$; $10 \frac{1}{2}$; 15.5 – have been recorded. The CXC mark scheme, which must be applied at all times, makes no provision for fractional marks.

There was some confusion regarding the mark scheme for assignments and that for projects. The correct mark scheme must accompany each assignment or project. In a few instances, it appears that the teacher was not guided by the appropriate mark scheme.

Recommendations

- Students must be encouraged to provide proper referencing in their assignments. This would help to discourage plagiarism.
- Teachers must insist that students cite information in the accepted manner.
- Teachers must ensure that they send the correct range of samples.
- Students must be reminded that handwritten assignments must be legible and written in BLUE or BLACK ink. It is preferred that hand written assignments be written on one side only.
- Teachers should ensure that a typed version of the assignment is sent with all samples and that students state the assignment on the front of their submission.
- Teachers should ensure that the mark allocation scheme accompanies all samples so that it is clear to the moderator how the final mark was arrived at.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
MAY/JUNE 2009**

CARIBBEAN HISTORY

**Copyright © 2009 Caribbean Examination Council ®
St. Michael, Barbados
All rights reserved.**

CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2009

GENERAL COMMENTS

Paper 01 – Multiple Choice Paper

This paper consists of sixty (60) multiple choice items, thirty of which test Knowledge and thirty the Use of Knowledge.

Paper 02 – Essay Paper

This paper consists of twenty essay questions, testing all the themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer 4 questions, one each from the four sections, for a total of 100 marks.

Paper 03 – School-Based Assessment

This paper consists of 3 assignments or one project. Candidates with the guidance of their teachers are required to select a topic and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Paper 03/2 – Alternative to School-Based Assessment

This is the Alternative Paper to the School-Based Assessment for private candidates. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 02 – Structured Questions and Essays

SECTION A – Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question tested knowledge of the migratory and settlement patterns of the Indigenous Peoples of the Caribbean. The question was not very popular and the majority of the candidates who attempted it encountered severe difficulties.

In Part (a) candidates confused the movement out of Asia with the movement into the Caribbean region, and rather than listing for instance, the journey via Venezuela and Trinidad, Venezuela and the Leeward Islands or Central and South America, many focused on the movement across the Bering Straits. Most of the candidates were only able to identify one of the two routes requested.

In Part (b) candidates failed to describe the tendency of both Tainos and Kalinagos to settle near to waterways, in small villages led by hereditary chiefs where communal land ownership prevailed. In the case of the Mayas, the extensive nature of the Mayan empire; the independent city states; highly civilized lifestyle; temple city capitals, from which the leader ruled the surrounding countryside with the aid of nobles, priests and soldiers; the several large cities; the pyramids and temples; the public buildings made of limestone blocks placed around pavement squares and the peasant houses of wood and thatch, were among elements which could have been included in the description.

In Part (c) where candidates were asked for the reasons for migration, they failed to examine the historical antecedent of migration among the Indigenous Peoples, their search for food, escape from their enemies and/or waging wars against these enemies, population growth and/or improvements in seafaring technology.

In spite of this, in a few cases, the better candidates did manage to earn very good scores.

Overall, the responses of many candidates displayed deficiencies in geographical knowledge and a lack of familiarity with terms such as **patterns of migration** and of **settlements**. In the light of recent scholarship, teachers would be well advised to revisit the Bering Straits theory. [Shepherd & Beckles, **Liberties Lost, CUP, 2004** or Basil A Reid's, **Popular Myths about Caribbean History.**]

Question 2

This question tested candidates' knowledge of the motives for the voyages of Columbus, and the results of these voyages, including the benefits Europeans obtained from their New World contact, and the effects of these voyages on the way of life of the Indigenous Peoples.

This was perhaps the most popular question of the examination and candidates were able to earn very high scores. In Part (a) where candidates were being tested on the motives for the voyages of Columbus some candidates were able to list Spain's response to Portuguese overseas success, the desire to discover an alternative trade route, economic rivalry, the spread of Christianity and scientific and technological improvements.

In Part (b) candidates were able to explain the benefits, which included, establishment of a Spanish empire, new geographical knowledge, mineral wealth, outlet for migration, botanical knowledge, medicinal cures and remedies, sources of labour, additional religious flock and new food crops.

In Part (c) candidates were at their very best in identifying the traumatic change in lifestyle, enslavement, genocide, diseases, warfare, miscegenation and destruction of civilisation.

SECTION A – Theme 2: Caribbean Economy and Slavery

Question 3

This question tested knowledge of the organisation of a typical sugar plantation, use of labour in general, and the use of enslaved women in the sugar production process in particular. The question elicited many responses but in the main these responses were weak. Candidates were particularly unfamiliar with Parts (a) and (b).

In Part (a) where they were asked about the major concerns of the planter, candidates were confused chronologically, referring to the problems of the post emancipation period rather than the earlier pre emancipation concerns of security, profitability and revolts.

In Part (b) which tested the candidate's knowledge of the use of labour on the plantation in the light of the concerns of the planter, many candidates referred to punishments and the suppression of the culture of the enslaved African instead of placing emphasis on efficiency, exacting labour demands, division of labour, long working hours and close and constant supervision.

Part (c) which addressed the roles of enslaved women on the plantation elicited some very thoughtful responses. Candidates exhibited a fair understanding of the different roles of enslaved women, including fieldwork alongside the men, and the various domestic roles; cooks, laundress, nurses, nannies, concubines and prostitutes among others.

The candidates' main difficulty derived from locating the concerns of the planter in the late 18th century and then being unable to relate these concerns to the use of enslaved labour on a 17th century sugar plantation. In spite of these difficulties, some of the better candidates succeeded in producing very good responses.

Question 4

This question enjoyed moderate popularity and produced responses ranging from very good to fair. Overall, candidates seemed to be comfortable responding to this question which tested their knowledge of gender relations and family life on a typical sugar plantation.

Candidates were less secure in their responses to Part (a) which asked for reasons why enslaved women disliked working in the Great House. Nevertheless, some candidates were able to mention the fear of sexual molestation, jealousy of the mistresses, fear of demotion to the fields, and verbal and physical abuse.

Part (b) was well known and the better candidates were able to mention the high status attached to the job, skills acquired, being better dressed and clothed, access to special favours and valuable sources of information.

Part (c) elicited some very mature responses. Here, many candidates were able to mention the policy of division and sale of family members, reluctance to supply the slave system, prevalence of serial relations, destruction of the nuclear and extended family units, abridgement of maternal and paternal roles and the contradiction of ownership, the child that is considered chattel. Overall, candidates found this question interesting and enjoyed responding to it.

SECTION B – Theme 3 – Resistance and Revolt

Question 5

This question was designed to test the candidates' knowledge of the origin and development of maroon societies. Specifically it asked the candidate to explain why enslaved Africans escaped to join Maroon communities and then to examine the factors which influenced the development of Maroon communities in Jamaica.

The question allowed for the demonstration of skills, namely analysis, synthesis and evaluation, all of which were duly rewarded in the mark scheme. The degree of difficulty posed in the question matched that which is required at the general proficiency level and the time allotted for the response was adequate.

This was a popular question but only about 20 to 30 percent of the candidates scored above Grade II. Candidates were weakest in Part (b) and appeared not to comprehend the term *development* as it related to Maroon communities.

In Part (a) the better candidates were able to mention the desire to be free; to have revenge on the planters; to practise their traditional cultural forms; to raise a family, and admiration for the Maroon lifestyle.

In Part (b) there were some solid answers with candidates referring to the leadership of the Maroons; the isolated location of the communities, the ability to defend these locations, their self sufficiency, frequent infusions of new runaways, their military expertise and the success and security these provided.

The responses suggested that candidates were well prepared.

Question 6

This was an extended essay question which tested the candidates' knowledge of the origins and course of the Haitian Revolution up to 1804. The question asked the candidate to write a letter reporting on the factors responsible for the outbreak of the revolution.

The question was fairly popular and there were a number of good responses. Many of the candidates failed to observe the conventions of letter writing.

In accounting for the outbreak of the revolution, some of the better candidates were able to discuss the disunity within the society, the preoccupation of France with domestic upheavals, the inspiration of the French Revolution [Liberty, Equality and Fraternity], repression and discrimination within the society, the numerical preponderance of the enslaved, availability of excellent military leadership and the killing of Mackandal and Oge.

From the responses it became clear that the candidates possessed some knowledge of the question although they failed to produce chronologically correct and focussed responses. In general, there were some very good responses suggesting some improvement in the preparation of this theme.

SECTION B – Theme 4: Movement towards Emancipation

Question 7

This question tested knowledge of the reasons for supporting or opposing plantation slavery. It focused on the economic arguments in support of plantation slavery and the religious and humanitarian reasons which prompted Christian missionaries to attack the system.

In Part (a) where candidates were asked to explain the economic arguments used by the planter to support the enslavement on the sugar plantation there was a surprising failure to mention the unshakable belief in the viability of slave labour; that it was cheaper than wage labour; how the good fortune of European economies were linked to the success of plantation economies and how abolition in Haiti had ruined the sugar economy.

In Part (b) where candidates were tested on the religious and humanitarian reasons for opposing plantation slavery the better responses mentioned some of the following: enslavement was contrary to the will of God; violated the notion of justice; enslavement by one race of another violated the universal notion of equality and human rights; Missionaries were persecuted for ministering to the enslaved African; masters opposed marriage and family life; enslavement was corrupting white society.

This theme is usually popular among the candidates but on this occasion they were unable to go beyond a narrow interpretation of the economic arguments.

Teachers are encouraged to be a little more precise and focused in their preparation of this theme.

Question 8

This question focussed on the amelioration measures. In Part (a), it tested the candidates' knowledge of the reasons for the introduction of these measures, and in Part (b) the reasons for their failures.

In Part (a) the weaker candidates tended to list the amelioration measures rather than to give the reasons for the introduction of these measures. The better candidates did mention that the conditions of plantation slavery were inhumane and uncivilized and the need to improve these conditions; that governments came under pressure to improve the conditions of enslavement, attempted to diffuse the abolitionists movement, wanted to discourage revolts, or to introduce controlled change from above to avoid revolution from below.

In Part (b) some candidates mentioned that the planters were strongly opposed to amelioration; planters felt that amelioration was the work of their enemies; that amelioration would erode planter authority on the plantation and in the colonies; some planters claimed that such measures of improvement already existed in their territories and the planter dominated legislatures ignored the measures.

In general, candidates seemed familiar with the topic but the responses lacked depth and specificity. There were too many generalised statements which tended to weaken the quality of the responses. There were also a few cases where candidates misread Amelioration for Apprenticeship.

The indications were that even though teachers had taught the theme there was the need for them to focus on chronology so that the students gain an understanding as to why amelioration came before emancipation.

SECTION B – Theme 5: Adjustments to Emancipation, 1838-1876

Question 9

Candidates were very comfortable with this question which was designed to test knowledge of post-Emancipation economic problems in the Caribbean sugar industry. Part (a) focussed on the major problems in the sugar industry between 1838 and 1876 while Part (b) asked candidates to examine the measures adopted to solve these problems. The question was designed to provide for the requisite competency skills, analysis and evaluation and the level of difficulty required for the general proficiency level. Skills tested were awarded in the mark scheme.

The question was fairly popular and most of the candidates performed within the Grades I and II range.

Responses were stronger in Part (a) where candidates discussed the vulnerable finances of the plantation; the problems with labour; the backward state of plantation technology; competition, the sugar duties act and the free market arrangement, natural disasters and the reluctance of the planter to embrace change.

In general, candidates also performed very well in Part (b) where the better candidates discussed mechanisation, rationalisation, immigration and indentureship; lowered taxes; reduction in wages; scientific experimentation; introduction of the railway and better roadways to reduce the cost of transportation.

Question 10

This question was designed to test the candidates' knowledge of the role of the Church in the establishment of schools in the British Caribbean between 1838 and 1876. Specifically, the candidates were asked to explain the difficulties which the Church encountered in its efforts to provide education and to discuss the positive and negative effects of the education provided.

In Part (a) candidates could have mentioned the depression in the plantation economy; dwindling congregations and financial assistance; unsuitable curriculum; failing infrastructure; disinterest and opposition of the planter community; untrained teachers, overcrowded class rooms and unrealistic expectations within a rapidly expanding school population.

In Part (b) candidates should have discussed training in European languages; training in leadership skills; in the crafts; preparation for further professional training; for jobs in schools, churches and the lower echelon of the emerging civil service, or training to be subservient; to despise Caribbean culture; to be ashamed of not being European; to be an African; to become social snobs; fostering social divisions and discriminating against women.

SECTION C – Theme 6: Economic Diversification, 1875-1985

Question 11

This question was not done as well as expected. The question tested the candidates' knowledge of the factors that affected the expansion, development and survival of other agricultural enterprises with particular reference to banana.

Candidates were more at ease with Part (a) which asked for the factors which led to large scale production of bananas. They were able to discuss the factors associated with the recession in the sugar industry, the recommendation of the Norman Commission, desperation on the part of the colonial administration for an alternative to sugar, the role of the Jamaica Banana Production Association and the Empire Marketing Board.

Candidates experienced some difficulty in differentiating between the material required for Part (a) and that required for Part (b) which asked for a discussion of the difficulties which affected the industry. They simply reiterated the material in the stimulus or the material used in answering Part (a). However, a few good responses managed to mention financial difficulties, competition, access to international markets and fluctuating commodity prices.

A number of candidates listed ‘witch broom’ rather than ‘panama’ or ‘leaf spot’ as the disease which affected the banana crop.

Question 12

This was the second extended essay question and it was poorly done. The question tested candidates’ knowledge of the development of industries based on natural resources, in this instance, bauxite in Guyana or oil in Trinidad. Candidates were advised to focus on the reasons for emergence, progress and expansion, problems and impact.

The question was not very popular and the responses were, in the main, disappointing. Candidates ignored the guidelines and displayed knowledge pertinent to other areas of the topic. Overall, they lacked the detailed knowledge that was required for this question.

In the case of the bauxite industry in Guyana, the majority of the candidates failed to mention the pressing demand for diversification of the Caribbean economy; results of surveys and explorations; the influence of George Bain McKenzie; investment and market opportunities and the opening of several mines; international and regional competition; job creation, education and training and nationalisation.

In the case of the oil industry in Trinidad, candidates’ knowledge was similarly partial, they failed to deal with the ongoing problems in the sugar industry and the need to diversify the Trinidad economy; overseas investments; the oil boom of the 1970s, profits from which fuelled further diversification of the Trinidad economy; labour unrest; pollution; job creation; revenue generation and education and training.

SECTION C – Theme 7: Social and Economic Conditions in the 20th Century

Question 13

This question tested candidates’ knowledge of the measures taken by groups and individuals to improve social and economic conditions in the British Caribbean up to 1962. The focus was Marcus Garvey and candidates were asked in Part (a) to explain why those in authority opposed the activities of Garvey and the UNIA, and in Part (b) the features of Garvey’s proposals that were aimed at improving the social and economic conditions of Caribbean peoples.

The question was popular but there were few Grade I and II responses. Candidates did not have specific knowledge of Garvey’s proposals, and apart from the racial angle, could not properly articulate the reasons for the opposition of the colonial authorities to his activities.

In Part (a) candidates failed to mention the perceived threat Garvey posed to the status quo in that his ideas were deemed radical, far-fetched and racial; how he provoked fear in other ethnic communities and how offended they were by his use of randiose titles and uniforms.

In Part (b) a few of the better responses mentioned the mobilizing of political consciousness, advocacy of equal rights and justice for all, job creation, business entrepreneurship and communal unity and cooperation.

Overall, candidates lacked an adequate knowledge base to deal with this question, and while Garvey as a topic is popular, the responses were in the main disappointing. Teachers are encouraged to consult the literature which is available and accessible and properly address all the stated objectives of this theme.

Question 14

This question was designed to test the candidate's knowledge of the factors [internal or external] which assisted or hindered the development of the trade union movement in the British Caribbean up to 1962. Candidates were asked to account for the rapid rise of trade unions in the first half of the 20th century and the obstacles they encountered during that period.

Several candidates attempted this question but their responses were only satisfactory. In Part (a), candidates seemed unprepared to deal with the factors responsible for the rapid rise of the unions and failed to mention greater awareness of the working people, poor working and living conditions, unemployment, underemployment, depressed wages, influential union leaders and the recommendations of the Moyne Commission.

In Part (b) candidates seemed better prepared and there were some solid responses. The better candidates mentioned the hostility of colonial governments, harsh labour ordinances, harassment of union leaders, diversity of the working population, unreliability and inadequacy of union dues, poaching, and inter union rivalry.

This was a straightforward question closely aligned to the theme and the syllabus. Teachers are encouraged to teach this topic in all its many aspects to ensure that students are properly prepared for the examination. The literature for both teachers and students is available and accessible and cannot therefore be deemed a deterrent.

Although candidates in some cases, had the requisite knowledge, they failed to use that knowledge in a focussed manner to answer the question.

SECTION C – Theme 8: The United States in the Caribbean, 1776-1985

Question 15

This question focussed on the nature of the United States involvement in the Caribbean up to 1870 and the ways in which it became involved in the Dominican Republic in 1916.

Part (a) tested candidates' knowledge of the provisions of the Monroe Doctrine. Some candidates produced very good responses. They were able to identify the provisions of the Munroe Doctrine, listing the cap on future colonisation, US assumption of the role of hemispheric policeman and the US challenge to Europe to desist from acts of unfriendly encroachments.

In Part (b) a few candidates offered very sound reasons for US intervention. These included corruption, bankruptcy, assassination and political instability, indebtedness to Europe particularly France and Belgium, threats from these European nations and the protection of US interests/investment in the island.

The theme tends to be popular but too many students failed to distinguish between the Monroe Doctrine, Roosevelt Corollary and the Platt Amendment.

Here again, it was obvious that some candidates possessed much general knowledge, but failed to produce organised and chronologically correct responses. Teachers need to acknowledge this deficiency and organise their teaching to cope with it.

Question 16

This question tested candidates' knowledge of US cultural influence in the British Caribbean between 1900 and 1985, focusing in Part (a) on reasons why the American culture was able to influence the Caribbean, and in Part (b) on examples of the negative impact of this influence.

This question enjoyed a certain level of popularity and produced some very good responses, but in general the weaker candidates offered commonsense responses rather than historical knowledge.

In the first part, the better students were able to mention geographical proximity; historic ties; investments and trading links; music, cinema, tourism, sport and games as well as the exaggerated US lifestyles. In Part (b) the weaker candidates failed to explore such negatives as violent crime, prostitution, unrealistic expectations, rejection of traditional values, unfair competition and rejection of local products for cheaper American glitz and glitter.

From the responses it became clear that the candidates possessed some knowledge of the question but failed to produce chronologically correct and focussed responses. In general, there were few very good responses, suggesting a need for improvement in the preparation for this theme.

SECTION D – Theme 9: Movements Towards Independence and Regional Integration (up to 1985)

Question 17

This question was designed to test candidates' knowledge of the movement to establish a Federation of the British Caribbean and its failure. In Part (a) candidates were asked to explain the factors which led to the formation of the Federation and in Part (b), to examine the reasons for its collapse.

The question was the most popular question in Section D. However, the stronger candidates who in Part (a) discussed the earlier attempts; common historical ties; growing political consciousness; influence of leading political and trade union leadership; support of United Kingdom Government; and the emergence of regional services such as WI Shipping Association and UCWI tended to score well within the Grades II and III range.

In Part (b), candidates who mentioned the retarded constitution; nature of political representation in the Federal Government; difference in size, population; natural resources and economic development, as well as the imbalance of power and political insularity, tended to score well.

Some candidates confused the benefits of the Federation with the factors that led to its formation. In contrast, their knowledge of the reasons for the collapse of the Federation was very good and their explanation of this information sound. On the other hand, too many candidates confused the Federation of 1958 with the earlier attempts at unification, and in the circumstance a chronological approach to the teaching of regional integration is strongly recommended.

Question 18

This question tested candidates' knowledge of proposals, other than those for political independence, which were considered as alternative to metropolitan rule in the French Caribbean territories. It asked candidates to present reasons why these territories were Departments of France and the benefits enjoyed from being departments.

The question was not popular among the candidates, with most of those who attempted it achieving very low scores.

In Part (a), even some of the better candidates failed to mention the influence of the 1946 constitutional change and the post war Constituent Assembly; fear of the difficult experience of their Caribbean fellows; lack of support for pro-independence sentiments and the encouragement of French health, education and welfare policies.

In Part (b) candidates similarly failed to explore the areas of French economic assistance; social and welfare policies; freedom of movement; human resource development opportunities; cultural influence, freedom of movement and the transfer of assets.

Candidates appeared not to have had a working knowledge of this topic. With the increasing accessibility and availability of recent texts dealing with the politics and government of the French Caribbean, teachers are encouraged to address the absence of depth and detail which currently characterise responses to questions pertaining to Dutch, French and Spanish historical development in the region.

Section D – Theme 10: Social life, 1838 - 1962

Question 19

Candidates' understanding of features of, and changes in, Caribbean social life with respect to health beliefs and practices was tested in this question.

In Part (a) candidates were required to demonstrate familiarity with the major health problems in the Caribbean between 1838 and 1876; while Part (b) tested knowledge of the measures adopted to improve public health conditions after 1846.

The question was fairly popular, with the better candidates in Part (a) mentioning the absence of a coherent health policy or service; poor sanitation; public health deficiencies and diseases; poor housing; poor sanitary conditions; absence of potable water system; poor medical system and widespread rural poverty.

In Part (b) candidates needed to discuss new public health policy; upgrading of the medical services; training of health professionals; vaccination programmes; establishment of Boards of Health; the improved drainage system and the necessary legislation to enforce minimum standards.

Although most candidates appeared to have had some knowledge of the health problems experienced during this period, their knowledge of the measures employed to improve the situation was inadequate.

Question 20

This question was designed to test the candidates' knowledge of the ways in which religion influenced social life in the British Caribbean. It focused on the reasons why Africans continued to practise African-based religions after 1838, and secondly on the factors which allowed the Church to retain its influence in the African community long after enslavement had ended.

The question attracted about 25 percent of the responses with the better ones in Part (a) discussing African religiosity; African-based religions which survived enslavement especially in Maroon communities; popularity among the poor; Black nationalism; the perception of the Church as being racist and in collusion with the uncaring colonial administration, and a form of religious syncretism which saw the church incorporate aspects of African based practises.

In Part (b), some candidates discussed the early assistance given by the Church and how it was persecuted for so doing; official hostility against traditional African religions; provision of education and training; providing leadership roles; as a vehicle for upward social mobility and the modification of Christian theology, liturgy and practice to accommodate African peoples.

Overall, candidates' knowledge of the role of the Church in the lives of the emancipated people appeared inadequate to satisfy the demands of Part (b) of the question.

Recommendations

Where this is not the current practice, teachers are encouraged to:

- Inculcate in students a sense of **TIME**: changes in society, demands, needs, and situations over **TIME**.
- Be alert to **CHRONOLOGY**. How did actions, events and processes unfold within specific time frames?
- Pay attention to **dates; cut off dates; periods**.
- Emphasise **key content areas** in the Themes.
- Encourage the development of **analytical skills**.
- Stress the development of **ideas/arguments** and the **use of examples**.
- Pay careful attention to key [instruction/directions] words in questions e.g. **describe; explain; list; examine; compare; identify; discuss; outline; suggest**.
- Stay abreast of historical literature, particularly in the fields of Dutch, Spanish and French Caribbean history.

Paper 03 – School - Based Assessment

Assignments and Projects

Generally assignments were well structured and clear. The majority were relevant to the theme, suitable for research and met the CXC level of difficulty. However, there were assignments that were too demanding, given the word and page limit. It must be remembered that candidates are penalised for answers which extend beyond the limit and some candidates lost marks as a result.

Some assignments were too factual requiring students to recall rather than analyse information. There were a few assignments which required too low a performance level by the students and did not challenge them to higher level learning activities.

The CXC History Syllabus ends at 1985. Assignments encompassing the present day are clearly outside the syllabus. There were a few which fell into this category, in fact, in one case, candidates' were asked to compare a particular feature of the colonial Caribbean with the present day. Such questions mislead the candidates and reduce their ability to earn high marks.

Several assignments were set **without** a specific time frame. These permitted students to extend their answers outside the boundaries of the CXC Syllabus. There were also some assignments with multiple parts. These are unsuitable for SBA.

In some cases the rationale for projects was not adequately developed. In instances the only rationale provided was the statement on the Research Proposal form. Teachers should ensure that students understand the need to have a well developed rationale included in their answers. Some students confused Rationale with area of research and project descriptions.

Some students exhibited difficulty with the concepts of "compare and contrast." Students performed better (scored more marks) in the Profile 3 than the Profile 2 category. Some projects and assignments were submitted without any concluding sections or sentences.

Presentation and Documentation

There were instances of unsatisfactory grammar among the selected samples. Some candidates had problems with sentence and paragraph construction.

Collection of data

Some candidates listed sources that were not relevant to the topic under study and some did not list the sources that were used in the preparation of the responses.

General

All candidates' information should be clear and visible on the assignment or project. In a number of instances, these were not. Teachers should ensure that candidates are made fully aware of the importance of these pieces of information.

There were instances when the History SBA was presented in the format used in Social Studies to the disadvantage of those candidates.

Typed assignments should be double spaced. Hand written assignments are easier to read if written on one side of each page.

The moderation process will be greatly assisted if all teachers' marks are recorded on the CXC Mark Sheet which should be attached to the project or assignment.

Candidates' assignments and projects reflect effort, time, guidance and careful allegiance to the guidelines for marking. Many candidates used a variety of illustrations to enhance their responses. Some of these were misplaced, lacked documentation and made no reference at all to the illustration in the text of the assignment. The use of illustrative material should be encouraged, however, students should be advised that to be effective, these must be relevant to the topic; appropriately placed and documented.

There were clear instances where it could be stated that the work was not that of the candidates. Teachers should be on the alert for plagiarism.

Presentation was generally very satisfactory but there were a few candidates whose handwriting was illegible. There were some cases where the assignment was not stated on the script.

Quality of Teacher's Marking

The overall standard and the quality of teachers' marking can be said to be satisfactory. However, there were instances of inconsistent marking and leniency.

There were instances when fractional marks – $8\frac{1}{2}$; $10\frac{1}{2}$; 15.5 – were recorded. The CXC mark scheme, which must be applied at all times, makes no provision for fractional awards.

There was some confusion regarding the Mark Scheme for assignments and that for projects. The correct Mark Scheme must accompany each assignment or project. In a few instances, it appears that the teacher was not guided by the appropriate Mark Scheme. There were instances when the submission was presented as a project but seemed to have been treated more like an assignment.

Recommendations

- Students must be encouraged to provide proper referencing in their assignments. This would help to discourage plagiarism.
- Teachers must insist that students cite information in the accepted manner.
- Teachers must ensure that they send the correct range of samples.
- Students must be reminded that handwritten assignments must be legible and written in BLUE or BLACK ink. **It is preferred that hand written assignments be written on one side only so that they are easier to read.**
- Teachers should ensure that students state the assignment on the front of their submission.
- Teachers should ensure that the mark allocation scheme accompanies all samples so that it is clear to the moderator how the final mark was arrived at.

Paper 03/2 Alternative to SBA

Students who answered question 1 (a) wrong tended to get the remaining parts of the question wrong. Question 1 (a) was not well done. Students misinterpreted the question equating it with the slave trade and provided the wrong responses.

Question 2 was also poorly done.

Question 3 was generally well done. The best responses came from this question.

Performance on Question 4 was weak while Question 5 produced generally fairly good responses.

General Recommendations

- (i) Teachers must provide more training to their students in the correct use of primary sources.
- (ii) Teachers need to be alert for plagiarism and identify material lifted from published works. There are serious concerns about the extent of plagiarism from internet sources. **AN INCREASE IN THE EXTENT OF PLAGIARISM FROM INTERNET SOURCES WAS NOTED THIS YEAR.** Since students are making increasing use of internet sources, these must be checked. It is imperative that teachers are able to establish:
 - (a) the authenticity of the sites in references and
 - (b) that the candidate has not plagiarised the information.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**CARIBBEAN HISTORY
GENERAL PROFICIENCY**

**Copyright © 2010 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 - Multiple Choice

This paper comprised 60 multiple choice items, 30 of which tested knowledge and the other 30, the use of knowledge.

Paper 02 - Essay

This paper consisted of 20 essay questions, testing the 10 themes of the syllabus.

Each question was worth 25 marks and candidates were required to answer four questions, one each from the four sections, for a total of 100 marks.

Part 03/1 - School-Based Assessment

This paper consists of three assignments or one project. Students, with the guidance of their teachers, are required to select a topic and write a project report or submit three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Paper 03/2 - Alternative to School-Based Assessment

This paper was designed specifically for private candidates. It was a written paper and candidates were required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 01 – Multiple Choice Paper

Paper 01 assesses the profiles Knowledge and Use of Knowledge. Performance was satisfactory, with 68 per cent of candidates achieving Grades I – III. Candidates performance better on the earlier topics in the syllabus while performance on items relating to general chronology was weak. There was similar moderate performance on both the Knowledge and Use of Knowledge profiles on this paper.

Paper 02 – Structured Questions and Essays

Section A – Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question was designed to test candidate's knowledge of the migratory and settlement patterns of the Indigenous Peoples of the Caribbean at the time of the arrival of the Europeans. The question was not very popular and candidates who attempted it encountered a fair degree of difficulty. Nevertheless, approximately 40 per cent of them earned passing grades.

In Part (a), candidates were asked to identify three places from which the Indigenous Peoples might have originated. The better prepared candidates were able to list *South and Central America* as well as the *Caribbean*. A few, failing to read the significance of the time of the arrival of the Europeans, listed the Bering Straits, Alaska and even Asia. Generally, there were some very good responses to this section.

For Part (b), many candidates failed to properly explain the factors which influenced the location of settlements. They neglected to mention *access to fresh water, abundance of games, need for defence and the fertility of the soil*.

In Part (c), candidates were asked to examine four aspects of the culture of the Indigenous Peoples which allowed them to travel easily through the region. Candidates were able to make some reference to the canoe, but in general failed to build on this knowledge. The better responses were constructed around the knowledge of *canoeing, seafaring skills, familiarity with the Caribbean maritime environment, coastal trading activities and warfare*.

Overall, while some of the responses continued to display deficiencies in geographical knowledge and a lack of familiarity with terms such as patterns of migration and settlement, the evidence suggests a marked improvement in the preparation of candidates for this theme. Encouraging as well was the fact that quite a number of candidates performed at the Grade I level on this question.

Question 2

This question tested candidates' knowledge of the motives for the voyages of Columbus, the difficulties the Europeans encountered during the early stages of settlement, and four effects of European activities on the environment.

This was one of the more popular questions of the examination and candidates were able to earn very high scores. In Part (a) where candidates were being tested on the motives for the voyages of Columbus, the better candidates were able to list *Spain's response to the overseas success of Portuguese, the desire to discover an alternative trade route, economic rivalry, the spread of Christianity, the quest for gold and scientific and technological improvements*.

In Part (b), the better candidates were able to explain difficulties including *unfamiliarity with the region, clashes with the Indigenous Peoples, extreme weather conditions, European rivalry and armed conflicts, the role of pirates and buccaneers, and new ailments*. This section did not pose a serious challenge to most candidates and produced a number of very good responses.

Part (c) where candidates were asked to discuss the effects of European activity on the New World environment was a challenge. The better candidates nevertheless produced responses which included the *degradation and depletion caused by large scale settlement communities, prolonged exploitation by plantation agriculture and mining, and the introduction of animals*.

Section A – Theme 2: Caribbean Economy and Slavery

Question 3

This question tested candidates' knowledge of the factors which caused a disruption in the process of producing sugar, methods used by the planter to maximize the use of his labour force and the work of enslaved women in the production process.

In Part (a) where candidates were asked about the factors responsible for disrupting the production process of the sugar plantation, candidates seemed familiar with the answer and so there were very good responses. The better responses indicated *European warfare, shortage of supplies, extreme weather conditions, natural disasters, rebelliousness of the enslaved Africans, epidemics and other forms of severe illnesses*.

In Part (b) which tested candidates' knowledge of the methods used by the planter to maximize the use of the labour force, some candidates mentioned *exacting labour demands, division of labour, severe punishment, long working hours and close and constant supervision*.

Part (c) which addressed the work done by enslaved women in the production process was very popular even though many seemed not to recognize the significance of the production process and described a variety of domestic roles such as cooks, laundress, nurses, nannies, concubines and prostitutes among others. The better responses mentioned *chores in the fields and the cultivation process of planting, care of the crop and harvesting*.

The main difficulty derived from an inability to discriminate between work in the production process and work on the plantation. Candidates seemed in possession of the knowledge but misread the specific demand of the question.

Question 4

This question was the most popular in the section and produced some very good responses. Overall, candidates seemed to be comfortable responding to a question which tested their knowledge of power relations between the planter and the enslaved population on a typical sugar plantation.

Candidates were less secure in their responses to Part (a) which asked for two ways in which the European planter was seen to be all powerful. Nevertheless, many candidates were able to mention the fact that the *planter possessed power over the life and death of the enslaved person through his immense wealth, position in the local legislature and militia, influence within the justice system and his access to the military might of the imperial power.*

Part (b) was well known and the better candidates were able to mention *the military superiority of the planter, the partial nature of the legal system, the frequency of sexual exploitation and the ability of the planter to get away with sexual exploitation, selling the enslaved African as payment for debts and the potential to divide and separate members of the family of enslaved persons.*

Part (c) elicited some very thoughtful responses. Here many candidates were able to mention the *numerical preponderance of the enslaved group, the tendency to rebel and the consequences of these acts of protest, recognition of the anger and frustration that permeated slave society and the ever present threat of the Maroons.*

Overall, candidates found this question interesting and produced excellent responses. This question received the best results and registered the highest percentage pass overall.

Section B – Theme 3: Resistance and Revolt

Question 5

This question was designed to test candidates' knowledge of maroon societies. Specifically, it asked candidates to describe three ways in which physical conditions favoured the setting up of maroon societies and four reasons why planters found it difficult to defeat the Maroons. This question was popular and fairly well done. The majority of candidates were awarded grades ranging from Grades I to III, with quite a few scoring in the upper range.

In Part (a), the better candidates were able to mention *hilly and mountainous country, forested regions, isolation and virgin hinterland territory and inaccessible riverain reaches.* The candidates who underperformed appeared to have paid little attention to the fact that the question demanded a description of how the physical conditions of the territories favoured the setting up of maroon communities (emphasis on physical conditions) and hence wrote extensively on the general conditions which gave rise to maroon communities.

In Part (b) there were some solid answers with candidates referring to *the superior defence strategy of the Maroons, greater survival mechanism and organization and weakness of the Europeans.* The responses suggested that candidates were well prepared.

Question 6

This was a relatively easy question which tested candidates' knowledge of the Haitian Revolution. The question asked candidates to write a letter explaining why the enslaved Africans succeeded in destroying slavery in the island.

The question was not as popular as anticipated. Some candidates were quite creative establishing a priest-bishop relationship, responding in the letter writing format, utilizing appropriate addresses, making mention of matters to do with the Roman Catholic Church and presenting an eye-witness account of the St Domingue revolution. However, the tendency was to explain the reasons for the revolution rather than the reasons for the successful outcome.

Candidates appeared unable to appreciate the relationship between action and outcomes. Overall, there were a number of good responses but almost half of the candidates failed to observe the conventions of letter writing. In accounting for the success of the revolution, some of the better candidates were able to discuss *the leadership and the strategies of the enslaved Africans* as well as *the weaknesses of the Europeans*.

From the responses, it became clear that some candidates possessed some knowledge but failed to effectively apply that knowledge. In general, there were some very good responses with about 65 per cent of those who attempted the question, scoring passing grades. These results suggest some gradual improvement in the preparation of this theme.

Section B – Theme 4: Movement Towards Emancipation

Question 7

This question tested knowledge of the reasons for supporting or opposing plantation slavery. It focused on the relative perspective of the planter and the enslaved African.

The number of candidates attempting this question made it the most popular in the section. In Part (a) candidates were asked to explain why the European planters supported slavery. The question allowed candidates to use information from their knowledge of the humanitarian, economic and religious arguments for the continuation of slavery and to tailor these to that which would have reflected the position of the planters. The better candidates demonstrated an extensive range of knowledge of the planters' beliefs and preferences while the less prepared failed to properly discuss humanitarian and religious reasons, clinging mainly to the economic, which included the planters' unshakable belief in the viability of slave labour; that is, it was cheaper than wage labour; how the good fortune of European economies were linked to the success of plantation economies, and how abolition in Haiti had ruined the sugar economy.

In Part (b) candidates were asked to examine the reasons why enslaved Africans opposed their enslavement. The candidates who experienced difficulties did so because they did not consider fully *the enslaver's unquenchable desire to be free; the enticement from Maroon communities; increasingly inhumane treatment on the plantation; the constant threat of being sexually abused and the influence of external factors such as the successful revolt in Haiti; the gains of the Maroons of Suriname and Jamaica and the encouragement received from missionaries*. This section produced some very good responses.

This theme is usually popular among candidates, with some 75 per cent of those attempting the question gaining acceptable grades.

Teachers are encouraged to be more precise and focused in their preparation of students for this theme.

Question 8

This question targeted the amelioration measures. In Part (a) it tested candidates' knowledge of the reasons for the planters resistance to the measures and in Part (b), how the reaction of the planters hastened the abolition of slavery.

In Part (a), the weaker candidates tended to list the amelioration measures rather than give the reasons why the planters resisted the introduction of the measures. The better candidates scored well by discussing such salient points as *the planters' perception of an attack on private property and personal wealth, a threat to the*

viability of the plantation economy and the economic welfare of Britain, ignorance of ongoing internal reforms and firm faith in the influence of the West India interest.

For Part (b), some candidates mentioned that *the abolitionists were encouraged to think that left to themselves, the planters would not budge on the improvement of conditions on the plantations; the enslaved, sharing an almost similar persuasion continued to resist enslavement; punishment for rebellious activities grew harsher, threatening the replication of Saint Domingue; the absence of reforms encouraged the possibility of revolution from below and the forceful overthrow of the system; the abolitionist movement grew increasingly frustrated by the obstinacy of the planters which strengthened their resolve and allowed them to finally win emancipation for the enslaved.*

In general, candidates seemed familiar with the topic but many of the responses lacked depth and specificity. There were too many generalized statements which tended to weaken the quality of the responses. There were also the several cases where candidates could not come to terms with how the planters' actions fuelled the emancipation movement. The question was not popular but nearly 40 per cent of those who attempted it earned a passing grade.

The indications are that there is still the need for teachers to focus on the various aspects of the subject area.

Section B – Theme 5: Adjustments to Emancipation, 1836 — 1876

Question 9

Candidates were very comfortable with this question which was designed to test their knowledge of the planters' fear that free labour would not return to the plantation after Emancipation. Part (a) asked candidates to explain the planters' fear while Part (b) asked them to examine the measures adopted to secure a supply of labour between 1838 and 1876.

The question was not popular among candidates, but most of those who attempted it performed within the Grades I – III range. The stronger candidates demonstrated a very good understanding of the question to the extent that quite a number of them obtained high scores in Parts (a) and (b). The weaker candidates, however, were only able to write on the poor relationship between planter and enslaved Africans, hence their focus on treatment on the plantations. Both strong and weak candidates appeared to have a sound knowledge of the measures taken by planters to secure a labour supply, the latter however, listing rather than discussing the measures.

Responses were stronger in Part (a) where candidates discussed the vulnerable finances of the plantation; the fear of wage payment; the problems with a mobile labour force; the backward state of plantation technology; soured relations between employer and employee and the prevailing notion of 'the lazy nigger'.

Some candidates performed very well in Part (b) where the better candidates discussed *coercion, enticement, disabling laws, immigration and indentureship.*

Question 10

This question was designed to test candidates' knowledge of the freed labourers' desire for formal education and the reluctance of colonial legislatures to provide that education. Specifically, in Part (a), candidates were asked to explain why the recently freed Africans were so keen to become educated and in Part (b) to examine four reasons why some colonial legislatures were reluctant to provide the education.

Many candidates did not find the question interesting. There was a small percentage of takers with approximately 60 per cent scoring within the Grades I – III range, with more in the Grade I and II than III.

Part (a) seemed to pose the greater challenge to many candidates as they interpreted reluctance in a positive way. For some ‘colonial legislatures’ appeared to be an unfamiliar concept. Some candidates went no further than identifying these persons as whites and proceeded to discuss their actions as being racist. The better candidates discussed *social mobility, access to better forms of employment, escape from the sugar plantation, respect and personal esteem, and the ability to read the Bible to enter into personal communication with the Lord.*

In Part (b), some candidates neglected to mention *the planter composition of the local legislature; the perception of education as freeing the labour of the plantation and creating a loss of scarce and valuable labour; the depression in the plantation economy; bearing the cost of education; narrowing the social distance and the reluctance to share social space with an ‘uppity Black’.*

Overall, most candidates appeared to have been prepared for this question and produced a number of excellent responses.

Section C – Theme 6: Economic Diversification, 1875 — 1985

Question 11

This question was not done as well as expected. This question was specific to Guyana and tested candidates’ knowledge of the emergence of the rice industry. The question was not popular and not many of those who attempted it did well.

Candidates were more comfortable with Part (a) which asked for the factors which led to large-scale cultivation of rice in Guyana. They were able to discuss *the factors associated with the recession in the sugar industry, the recommendation of the Royal Commissions, desperation for an alternative to sugar, the role and disposition of the Indian immigrant, easy access to arable land, creation of conservancies and the availability of a lucrative export market.*

In Part (a) candidates experienced some difficulty in producing the answer that was required but in Part (b) the better prepared candidates managed to mention *financial difficulties, competition, access to international markets, extreme weather conditions, pest and diseases, drainage, irrigation and fluctuating commodity prices.*

Candidates tended to overestimate the problem posed by competition and access to markets. Teachers are advised that rice seldom experienced either. Indeed, a contrary argument would be far more accurate as the industry enjoyed open market conditions and experienced problems in meeting its export obligations.

Question 12

This was the second essay question and while it was not popular, overall, there were a number of solid responses. The question tested candidates’ knowledge of the development of the bauxite industry of Jamaica. Candidates were advised to focus on the reasons for its emergence, growth, expansion, problems and impact.

Candidates ignored the guidelines and displayed knowledge pertinent to other areas of the topic. Overall, many candidates appeared to be deficient in the detailed knowledge that was required for this question.

Candidates could have mentioned *the depression in the sugar industry, the pressing demand for diversification of the Caribbean economy, results of surveys and explorations, administrative encouragement, investment and market opportunities, the opening of several mines, international and regional competition, job creation, labour unrest, pollution, revenue generation, education and training, and nationalization.*

Given the specific nature of this question, the quality of responses in many instances suggests that some serious preparation is taking place in the classroom. This is very encouraging but teachers are advised to devote more time to the teaching of this objective.

Section C – Theme 7: Social and Economic Conditions in the 20th Century

Question 13

This question tested candidates' knowledge of the social and economic conditions in the British Caribbean during the early 1900s and the strategies adopted by trade union leaders to improve these conditions. The question was popular but produced few top quality responses.

In Part (a) many candidates neglected to mention *unemployment, underemployment, poor wages, arbitrary management practices, high cost of living, poor housing, overcrowding, adverse public health conditions, absence of potable water, diseases and epidemics, inadequate education facilities and non-representation.*

In Part (b), candidates focused on the results of union intervention rather than on the strategies. They should have mentioned *advocacy, strikes, pickets, overseas lobbying, formation of umbrella organizations, alignment with political parties and worker education, but dealt with the gains of these strategies instead.*

In as much as candidates lacked an adequate knowledge base with this question it is necessary to register two important observations. This question offered candidates the choice of selecting **either** social **or** economic conditions but many candidates responded to both. Secondly, many candidates focused on the results of union intervention rather than the strategies employed by trade unions to achieve these results. This weakness was sufficiently prevalent to demand greater attention from the teachers.

The responses required the application of reasoning and analytical skills and too many candidates suffered adversely, not for want of knowledge but for the application of these skills. Teachers are encouraged to focus some time on the skills of responding to the specific demands of the question. Candidates, confident of their knowledge base, will find poor grades difficult to accept since they remain ignorant of this important deficiency in their preparation.

Question 14

This question was designed to test candidate's knowledge of the development of the trade union movement in the British Caribbean in the early 1900s. Candidates were asked to explain the reasons why colonial legislatures did not recognize trade unions in the early 1900s and the factors which contributed to the growth of these unions in this period.

This question was not popular and the responses were in the main unsatisfactory. In Part (a) the better prepared candidates discussed *fear of a unified working organization, the hostility of colonial legislators, absence of labour laws or ordinances, weak organizational structure of unions, weak leadership, diversity of the working population, unreliability and inadequacy of union dues, poaching and inter-union rivalry.*

In Part (b) candidates failed to mention *the effects of the 1930s, greater awareness of the working people, persistence of poor working and living conditions, unemployment, underemployment, depressed wages, influential union leaders and the recommendations of the Moyne Commission, universal adult suffrage, a more representative form of government, introduction of labour laws and ordinances, and the Union Recognition Bill.*

This was a straightforward question closely aligned to the theme and the syllabus and candidates were expected to do much better than they actually did. Teachers are encouraged to teach this area in all its many aspects to ensure that students are properly prepared. The indications were that though candidates likely

possessed the requisite knowledge, they failed to use that knowledge in a focused manner to answer the question.

Section C – Theme 8: The United States in the Caribbean, 1776 — 1985

Question 15

This question focussed on the nature of the United States involvement in the Dominican Republic in 1916.

In Part (a), a few candidates offered very sound reasons for the US involvement in the Dominican Republic in 1916. These candidates discussed *corruption, bankruptcy, assassination and political instability, indebtedness to Europe, particularly France and Belgium, threats from these European nations and the protection of US interests and investments in the island.*

Part (b) tested candidates' knowledge of the features of the US involvement in the Dominican Republic. Very good responses were given. Candidates were able to identify *the armed intervention and overthrow of the corrupt government, installation of a puppet regime, the take-over of customs duties, payment of foreign debts, US investments and infrastructural development.*

It was obvious that some candidates possessed much general knowledge, but failed to produce truly organized responses. Teachers are advised to acknowledge this deficiency and organize their teaching to better prepare students for this theme.

Question 16

This question tested candidates' knowledge of US cultural influence in the British Caribbean between the 1950s and 1960s focusing in Part (a) on the reasons why the Civil Rights Movement in the USA appealed to Caribbean people and in Part (b) on examining ways in which the movement influenced the Caribbean. This question was unpopular, attracting a few responses most of which were unsatisfactory.

In Part (a) candidates were expected to mention *empathy with US blacks, growing black consciousness, popularity of black leaders, Carmichael, King, Malcolm X, black pride, historic hemispheric ties, geographical proximity, links through the music, cinema and dress among others.*

In Part (b) candidates could have mentioned *enhanced political consciousness, demand for greater socio-political freedoms, formation of black power groups, adoption of Afro-centric names, lifestyles, dress, hairstyle, music forms of protest, new concepts of beauty and of self and a renewed interest in Africa and African literature.*

From the responses, it became clear that the candidates possessed little knowledge of the question. Candidates seemed drawn to this question because of its popular appeal rather than the possession of a creditable knowledge base. Because there is the real possibility that candidates will continue to attempt such a question with similar results in the future, teachers are encouraged to strengthen the knowledge base of students in this area.

Section D – Theme 9: Movements towards Independence and Regional Integration up to 1985

Question 17

This question was designed to test candidates' knowledge of the responses of British colonies to metropolitan rule. In Part (a), candidates were asked to describe the responses of the British Caribbean to metropolitan rule by the end of World War II and, in Part (b) to examine the results of the struggle by the British colonies against metropolitan rule.

This was the most unpopular question in the Section, attracting fewer than a hundred responses. Candidates appeared to be unfamiliar with the terms metropolitan and in most instances were unable to differentiate between metropolitan rule and the reasons favouring the British West Indian Federation.

References to federation and independence were repeated in both (a) and (b) and in (b) candidates interpreted the struggles by the colonies against metropolitan rule as the reason why the BWI Federation failed. The tendency was to provide in-depth explanations of how the colonies were divided on, and in, federation rather than the results of the anti-imperial struggle.

In Part (a), candidates were expected to discuss growing nationalism, calls for constitutional change, support for the West Indian Federation, criticism of British colonial policy, demand for economic development, disaffection of the 1930s and calls for a more sympathetic and respectful colonial administration, but collectively failed to do so. In Part (b) candidates could have mentioned the formation of the federation, universal adult suffrage, growth of political parties, limited infrastructural and socio-economic development.

There is a school of thought suggesting unfamiliarity with the concept of metropolitan rule even though it is mentioned in the current syllabus. The proponents suggest, that where so mentioned, it referred to non-British territories and development and so might not have been introduced to the candidates who were being prepared for a British Caribbean area question. Teachers are encouraged to enhance the preparation of students in this objective specifically and in this theme generally.

Question 18

This question tested candidates' knowledge of the constitutional status of Puerto Rico. It asked candidates to describe the benefits of being an associated state of the United States of America and for the reasons why some Puerto Ricans opposed the 'associated' status. Although not a very popular question, a significant number of candidates attempted it with scores across the range.

Most candidates were able to state the benefits derived by Puerto Rico from the relationship with the US. However, the discussions centred mainly on the benefits attained on the mainland. When the issue of citizenship and voting rights were raised, candidates failed to develop these points. Their knowledge appeared to be sketchy.

Part (b) was fairly well done. Other than mentioning the US control of the internal affairs of Puerto Rico, many candidates wrote of the loss of national identity and the suffocation of small businesses due to US dominance under the system of associated statehood.

Candidates appeared not to have had an extensive knowledge of this topic. With the increasing accessibility and availability of recent text dealing with the politics and government of the non-English speaking Caribbean, teachers are encouraged to address the absence of depth and detail which currently characterizes responses to questions pertaining to Spanish historical developments in the region.

Question 19

This question tested candidates' understanding of public health conditions in the British Caribbean in the 1900s. In Part (a), candidates were required to demonstrate familiarity with the factors responsible for public health conditions in the British Caribbean in the early 1900s, while Part (b) tested candidate's knowledge of the measures taken by colonial governments to improve public health conditions after 1945.

This was an exceptionally popular question and in most instances it was very well done. In Part (a), candidates mentioned *the absence of a coherent health policy or service; poor sanitation; public health deficiencies and diseases; poor housing and sanitary conditions; the absence of a portable water system; a poor medical system and widespread rural poverty.*

In Part (b), candidates discussed *new public health policy, upgrading the medical services, training of health professionals, vaccination programmes, establishment of boards of health, improved drainage systems and the necessary legislation to enforce minimum standards.*

This objective has been a major challenge to candidates and so it is encouraging to note the turnaround in performance.

Question 20

The question was designed to test candidates' knowledge of the practice of African-based religions in the British Caribbean in the 1900s. It focused on the factors responsible for the practice of African-based religions in the British Caribbean in the late 1900s and, secondly, on the ways in which the Church responded to the practice of African-based religions after the 1940s.

This was the second most popular question in the section but the performance was disappointing. In Part (a), several candidates fabricated events and failed to develop three factors which led to the continuation of African-based religious practices.

For Part (b), candidates tended to write on societal responses to African-based religious practices and when the Churches' responses were discussed, candidates failed to mention the positive responses, preferring to highlight negative responses only.

In Part (a), candidates could have discussed *African religiosity; the survival of African-based religions after enslavement especially in Maroon communities; popularity among the poor; the perception of the Church as being racist, of being in collusion with the uncaring colonial administration, and a form of religious syncretism which saw the church incorporate aspects of African-based practices.*

For Part (b), some candidates discussed the *early assistance given by the Church and how it was persecuted for so doing; official hostility against traditional African religions; the modification of Christian theology; liturgy and practice to accommodate African peoples; provision of welfare service; involvement in community oriented developmental activity; targeting the young and women; localizing the ministry, currency of the church's stamp of approval for employment; promotion and access to important services.*

Overall students' knowledge of the subject area can be improved and teachers are encouraged to pay greater attention to this.

Recommendations

Where this is not the current practice, teachers are encouraged to:

- Inculcate in students a sense of **time**: changes in society, demands, needs and situations over **time**.
- Be alert to **chronology**. How did actions, events and processes unfold within specific time frames?
- Pay attention to **dates, cut off dates, periods**.
- Emphasise **key content areas** in the themes.
- Encourage the development of **analytical skills**.
- Stress the development of **ideas/arguments** and the **use of examples**.

- Pay careful attention to key words in questions and the demands of the response for example, **describe; explain; list; examine; compare; identify; discuss; outline; suggest** (refer to the Glossary of Terms provided in the Syllabus on page 37).
- Stay abreast of historical literature, particularly in the fields of Dutch, Spanish and French Caribbean history.

Paper 03 – School-Based Assessment (SBA)

Assignments and Project

Generally assignments and projects were well structured and clear. The majority were relevant to the theme, suitable for research and met the CXC level of difficulty. However, there were projects that were too demanding, given the word and page limit. It must be remembered that candidates are penalized for answers which extend beyond the limit.

The CXC History syllabus ends at 1985. Assignments encompassing the present day are clearly outside the syllabus. Several assignments were set **without** a specific time frame. These permitted students to extend their answers outside the boundaries of the CXC syllabus. There were also some assignments with multiple parts. These are unsuitable for the SBA.

In some cases, the rationale for projects was not adequately developed. In instances, the only rationale provided was the statement on the Research Proposal form. Teachers should ensure that students understand the need to have a well-developed rationale included in their reports. Some students confused rationale with area of research and project descriptions. Some projects and assignments were submitted without any concluding sections or sentences.

Presentation and Documentation

All students' information should be clear and visible on the assignment or project. In a number of instances, these were not. Teachers should ensure that students are made fully aware of the importance of these pieces of information.

There were instances when the History SBA was presented in the format used in Social Studies to the disadvantage of those students.

Typed assignments should be double spaced. Hand written assignments are easier to read if written on one side of each page.

Students' assignments and projects reflect effort, time, guidance and careful allegiance to the guidelines for marking. Many candidates used a variety of illustrations to enhance their responses. Some of these were misplaced, lacked documentation and were not referenced at all in the text of the assignment. The use of illustrative material should be encouraged; however, students should be advised that to be effective, these must be relevant to the topic, appropriately placed and documented.

There were clear instances where it could be stated that the work was not that of the students. Teachers should be on the alert for plagiarism.

Presentation was generally very satisfactory but there were a few students whose handwriting was illegible. There were some cases where the assignment was not stated on the script.

Recommendations

- Students must be encouraged to provide proper referencing in their assignments. This would help to discourage plagiarism.
- Teachers must insist that students cite information in the accepted manner.
- Students must be reminded that handwritten assignments must be legible and written in BLUE or BLACK ink. **It is preferred that hand written assignments be written on one side only so that they are easier to read.**
- Teachers should ensure that students state the assignment on the front of their submissions.
- Teachers should ensure that the mark allocation scheme accompanies all samples so that it is clear to the moderator how the final mark was arrived at.
- Teachers must provide more training to their students in the correct use of primary sources.
- Teachers need to be on the alert for plagiarism and identify material lifted from published work. There are serious concerns about the extent of plagiarism from Internet sources. **An increase in the extent of plagiarism from Internet sources was noted this year.** Since students are making increasing use of Internet sources, these must be checked. It is imperative that teachers are able to establish:
 - (a) the authenticity of the sites in references and
 - (b) that candidates have not plagiarized information.

Paper 03/2 – Alternative to School-Based Assessment

Performance on Paper 03/2 was weak. Candidates found the questions, especially Question 4, challenging. The average score was 34 per cent and only 31 per cent of candidates writing the paper achieved Grades I–III. Greater attention should be paid by candidates to preparation for this paper. The suggestions contained in the syllabus (pp. 28–29) to enhance performance, especially the advice to “read the views of different authors on the topic” and “discuss the topic with any accessible resource person” should be heeded. Thoughtful, analysis of the sources, especially the content and reliability are required in responding to questions. Use of the candidate’s background knowledge of the topic, in conjunction with the information in the source, is required for maximum results.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

**Copyright © 2011 Caribbean Examinations Council
St. Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 paper consisted of 60 multiple-choice items. Performance on this paper was fairly good. Paper 02 consisted of 18 essay questions which tested the nine themes of the syllabus. Each question was worth 25 marks, and candidates were required to answer three questions, one each from the three sections, for a total of 75 marks.

Paper 031, the School-Based Assessment consisted of one project. Students, with the guidance of their teachers were required to select a topic and write a project report. Teachers then marked the projects and submitted a sample of students' work to CXC for moderation, if requested to do so.

Paper 032 has been designed specifically for private candidates. It is a written paper and candidates were required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 01 assessed the Knowledge and Comprehension profile. Performance on this paper was fairly good. The average mark was 35 out of 60 and performance across topics was very similar.

Paper 02 – Structured Questions and Essays

Section A — Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question was designed to test candidates' knowledge of the political system and leadership roles of the Indigenous Peoples of the Caribbean.

It was the second most popular question in the section, attracting approximately 3,000 responses, the majority of which scored high marks.

In Part (a), candidates were asked to say what the leaders of the Tainos and Kalinagos were called and how the leader of the Kalinago was chosen. Candidates were able to name the leader of the Taino more often than the Kalinago but the method of choosing the Kalinago leader was not well known.

In Part (b), candidates did not have much difficulty describing three functions of the Kalinago leader. These included *preparing his men for military campaigns, leading raiding expeditions against the Tainos and determining war strategies*.

In Part (c), candidates were asked to describe three features of the political system of the Taino or Mayan people. This section posed the most difficulty for candidates who sometimes wrote more on the technical or social development of the Mayans than on the political system. A description should have entailed *organization, leadership and administration*.

Once again the evidence suggests marked improvement in the preparation of candidates for this theme. Encouraging as well was the fact that quite a number of candidates scored at the Grade I level.

Question 2

This question tested candidates' knowledge of the impact of European colonization on the Indigenous Peoples.

This question was not popular among the candidates, but the better candidates were able to earn very high scores.

In Part (a), where candidates were tested on their knowledge of the two systems of labour which were used in the new world and the names of the persons who introduced either, the better candidates demonstrated the requisite knowledge base. These candidates also knew of Columbus and, to a lesser extent, Ovando.

For Part (b), candidates were able to describe the requirements of these systems of labour. This section did not pose a serious challenge to most candidates and produced a number of very good responses.

Part (c) produced the real challenge where candidates were asked to examine three areas in which these systems of labour affected the Indigenous Peoples. A few candidates nevertheless produced some interesting responses.

Section A — Theme 2: Caribbean Economy And Slavery

Question 3

This question tested candidates' knowledge of the changeover to sugar production in the 1600s and the economic effects of the changeover.

In Part (a), where candidates were asked to identify two Caribbean territories which produced tobacco and two which produced logwood in the 1600s, many candidates seemed unfamiliar with the answer and so while there were some who knew the tobacco islands of Barbados, St Kitts, Antigua, Grenada and Dominica, quite a few of them did not know that logwood was produced in Belize, Guyana and Tobago.

In Part (b), which tested candidates' knowledge of the reasons for the changeover from the production of tobacco to sugar in the 1600s, candidates mentioned that West Indian tobacco could not compete with the Virginia product, the glut in the European market which adversely affected prices and profits and the need for a viable alternative which turned out to be sugar-cane. The better candidates mentioned the *advantages of sugar cane production, the growing demand for a sweetener in Europe and the support of the Dutch who provided the necessary skills and credit, bought the produce and provided a ready market for the young industry.*

Part (c) which addressed the economic effects of the changeover from tobacco to sugar was also well done. Many candidates were able to mention how the *processing of sugar cane required expensive buildings, livestock and machinery and for these to be economically worked meant that large quantities of cane had to be obtained. This required the cultivation of large acreage, which in turn required a large labour force resulting in the importation of captive Africans and their enslavement on the sugar plantations.* A few of the better candidates also mentioned *the emergence of the mono-culture agricultural economy.*

Question 4

This question produced some very good responses. Overall, candidates seemed to be comfortable responding to this question, which tested their knowledge of the reason for the enslavement of the African in the Caribbean, and for the marked increase in the demand for the enslaved African.

Some candidates performed poorly in Part (a) which asked them to identify the countries from which white indentured labour was recruited. Common shortcomings included confusing white contractual labour of the 17th century with Asian indentured labour of the 19th century, mistaking Europe for a country and considering England and Britain as separate territories. The indications were that these candidates did not know the answer and tended to be unfamiliar with the geography of Europe.

Parts (b) and (c) attracted some well-developed responses, but some candidates wrote at length on the topic without addressing the question.

Overall, candidates found this question interesting and produced some excellent responses. Some responses in Part (b) created concern. The frequency with which candidates offered physical, pigmentation and other distorted European perceptions of the African as explanation suggests the need for teachers to place more emphasis on enabling students to distinguish between biased opinion and factual information. Too many candidates seemed unaware of the examples of Europeans' successful colonization and survival in tropical conditions. This apart, the indications are that the time spent preparing students for this theme was well rewarded.

Section A — Theme 3: Resistance And Revolt

Question 5

This question was designed to test candidates' knowledge of the forms of resistance employed by enslaved Africans in the Caribbean.

Specifically, it asked candidates to (a) list two examples of insurrectionary and two of non-insurrectionary forms of resistance used by enslaved Africans in the Caribbean, (b) three reasons why enslaved Africans ran away from the sugar plantations and (c) three ways in which running away affected the sugar plantations.

Overall, this question was the most popular and it was fairly well done. The majority of candidates were awarded marks ranging from 12 to 25 with quite a few of them scoring in the upper range.

In spite of the frequency of well-structured/organized, factual and well-argued responses, Parts (b) and (c) gave evidence that many candidates were not at ease with extended answers which tested their expressive ability.

In Part (b), candidates who performed well, remembered to mention that the *slave laws were punitive; the difficulty of securing manumission; the harsh treatment meted out to the enslaved on a daily basis; the constant threat of being raped by white men; the difficulties of maintaining family life; the arbitrary reduction in food rations; anger and frustration against injustices; the geographical nature of some territories and the innate desire to be free.*

For Part (c), candidates who underperformed neglected to discuss *the loss of labour; the loss of the money invested in the purchase of the enslaved Africans and the need to find new funds to purchase replacements for those who had fled; the cost of recovering those who had fled; losses as a result of attacks; stolen food and tools; the disruption of plantation operations; encouragement and support to rebellions which increased the planters' feeling of insecurity and the fact that the knowledge of runaways produced a heightened sense of foreboding, insecurity and tension in the society.*

Question 6

This question was designed to test candidates' knowledge of the 1831 Jamaican revolt.

Part (a) provided some challenges. Many candidates did not recognize British Caribbean in the question and included the Haitian Revolution in their responses.

Part (b) was generally well done even though too many candidates applied knowledge of the general causes of revolts such as desire for freedom or harsh treatment rather than causes specific to the 1831 event, which would have earned higher marks. This could also have been achieved by using *examples of the harsh treatment of the enslaved in Jamaica*.

Part (c) which asked for the consequences of the 1831 revolt for the enslaved Africans and the Jamaican sugar planters elicited some very thoughtful responses. Here, many candidates were able to mention that *estates were destroyed by fire, that Africans were killed during the military operations, and executed following the court martial, loss of production, loss of produce, loss of markets and profitability, and the cost of heightened security arrangements*.

From the responses, it became clear that candidates possessed some knowledge of the question though many failed to produce focused responses. In general, there were some very good responses suggesting some gradual improvement in the preparation of this theme.

Section B — Theme 4: Metropolitan Movements Towards Emancipation

Question 7

This was an essay question designed to test candidates' knowledge of the metropolitan emancipation movements. Candidates were required to write an article to a local newspaper comparing the British and French anti-slavery movements.

This was not a popular question and it was poorly done. In a number of cases, the attempts at comparisons were incomplete and without the contrasts. Candidates seemed not to be aware of the technique of comparing and contrasting (similarity and difference). Responses for the most part were inadequate with more focus on the British anti-slavery movement and not so much on the French. There was also the tendency to focus on conditions of slavery rather than the movement towards emancipation.

This is never a popular objective but even so, the limited knowledge displayed by candidates on this occasion is a cause for concern.

Question 8

This question targeted the apprenticeship system. Candidates were asked to put themselves in the place of an abolitionist visiting the Caribbean, who was writing a letter to the press explaining why the apprentices continued to protest against the Apprenticeship System.

This was a fairly popular question, which was reasonably well done by some candidates. Some candidates confused the term *amelioration* with *apprenticeship* while others spent too much time outlining the conditions of the apprenticeship system instead of explaining why the apprentices were protesting. Other candidates answered the question from the master's perspective instead of the apprentices.

This theme is usually popular among candidates but on this occasion the responses fell far short of reasonable expectation. Appropriate arguments included *working conditions, withholding of allowances, wages and harsh estate discipline*.

Section B — Theme 5: Adjustments to Emancipation, 1836—1876

Question 9

This question was designed to test candidates' knowledge of Indian immigration into the Caribbean. Candidates were asked to explain the reasons for the importation of Indian labour and to identify some of the difficulties the immigrant labourer experienced.

This was a popular question which produced some very good responses. Candidates seemed comfortable identifying the factors which contributed to the importation of Indian labour. Some of them mentioned *the planters' belief that with Emancipation would come a shortage of labour; the fear and/or reluctance to pay wages; the desire to survive and expand; the history of soured relations between the planter and the apprentices and both access and availability of an Indian labour supply.*

A few candidates encountered problems identifying the difficulties faced by Indian immigrants and tended to generalize. They failed to *mention difficulties in adjusting to the rigours of the task system, high mortality rate, harsh and cruel treatment, separation from loved ones and cultural differences.* Many candidates wandered away from the question entirely, preferring to discuss the Chinese or Portuguese immigration system.

This theme is usually popular among candidates and the indications are that candidates were well prepared this time around.

Question 10

This question was designed to test candidates' knowledge of the economic contribution of the free peasantry to the Caribbean society between 1838 and 1876. Specifically, candidates were asked to assume the position of a Baptist preacher stationed in Jamaica in the 1880s tasked with explaining the economic contribution of the free peasants to the Caribbean society between 1838 and 1876.

This proved to be a very unpopular question; there were very few responses. Candidates experienced difficulty discussing the economic contribution of the peasants. Instead, some of them stressed the general lifestyle of peasants or highlighted the obstacles/hindrances to peasant development rather than the contribution of the peasants to the economy. These contributions included *diversifying the economy, stimulation of trade and the starting of new financial organizations, for example, local cooperatives.*

Section B — Theme 6: Caribbean Economy, 1875—1985

Question 11

This question was not done as well as expected. It focused on Jamaica and tested candidates' knowledge of the banana industry in the 1900s. Specifically, candidates were asked to write a letter to an investor explaining the contribution of markets and investment capital to the survival of the Jamaica banana industry in the 1900s.

This was not a very popular question. Responses indicated that candidates did not grasp the concepts of market or investment capital, terms which occur with surprising frequency in this theme. The term *market* was generally understood in a very limited sense to mean the physical market place/setting in the Jamaican society. The knowledge of investment capital was strikingly lacking. This was an economic history question, based on the objective which is specified in the syllabus but the responses indicated that students were not sufficiently prepared to deal with it.

Question 12

This question was designed to test candidates' knowledge of the impact of industrialization on occupations, and the standard of living in the English-speaking Caribbean in the 1900s.

The question was not popular and responses were, in the main, inadequate. Some candidates confused industrialization with mechanization. Candidates lacked the knowledge base to fully and effectively respond to the question. While some candidates generalized about the social conditions associated with, and related to, the industrialization process, most of them found it difficult to deal with the effects on living standards and occupations. These included *job creation, growth of skilled occupations, training opportunities, improved services* along with *pollution and arbitrary conditions of labour*.

In the preparation of students, teachers are encouraged to link the objective of the theme to the content as outlined in the syllabus. Such an approach helps to familiarize students with the key terms associated with the objective and keeps them focused.

Section C — Theme 7: The United States In The Caribbean, 1776—1985

Question 13

This question focused on the nature of the involvement of the United States in the Caribbean in the early 1900s. Candidates were required to discuss the reasons for the United States intervention in Haiti in 1915 and the measures taken to resolve the situation in Haiti.

Most candidates displayed a general understanding of the issues and provided acceptable responses.

A few candidates offered very sound reasons for the US intervention. These candidates discussed *corruption, bankruptcy, assassination and political instability, indebtedness to Europe, particularly Germany, threats from European nations and the protection of US interests/investments in the island*.

Addressing the features of USA involvement, a few candidates produced adequate responses. They were able to identify the *armed intervention and overthrow of the corrupt government, installation of a puppet regime, the take over of customs duties, payment of foreign debts, US investments and infrastructural development*.

Many candidates possessed much general knowledge yet failed to produce organized and chronologically correct responses. Teachers need to recognize this deficiency and organize their teaching strategy to cope with it.

Question 14

This question was designed to test candidates' knowledge of the Cuban Revolution. Candidates were asked to examine the political and economic measures taken by Fidel Castro to ensure the survival of the 1959 Cuban Revolution.

Candidates did not find this question to their liking and the responses were, in the main unsatisfactory. With the exception of a few, most candidates produced a paragraph or less. Some candidates demonstrated some understanding of the issues but focused too much on political reforms to the exclusion of the economic reforms. Too many candidates focused on the war of liberation and not on the reforms that followed the war. These reforms included *nationalization of industries, infrastructural works and economic diversification*.

This was a straightforward question closely aligned to the theme and the syllabus yet candidates displayed a surprising degree of unfamiliarity with the objective. Even where candidates probably had the requisite knowledge, they failed to use that knowledge in a focused manner to answer the question.

Section C — Theme 8: Caribbean Political Development up to 1985

Question 15

This question focused on the formation of the British West Indies Federation. Candidates were required to examine the reasons for the formation of the federation and the steps taken to establish it. Reasons that could have been argued were *administered benefits, political advice as to its value, and popular support*. Steps included *conferences, legislation and general elections*.

Although straightforward, this question was not well done. Too many candidates focused on the failure of federation instead of addressing the specific demands of the question.

Here again, it was obvious that some candidates possessed much general knowledge but failed to produce organized and chronologically correct responses. In this instance, the indications are that the candidates came prepared to answer a question. The question did not appear in the examination paper, but they nevertheless produced the prepared answer.

Question 16

This question tested candidates' knowledge of two West Indian personalities associated with the British West Indies Federation. Candidates were required to examine the role of either Theophilus Albert Marrayshow or Sir Grantley Adams in the formation of the union.

This question was the most unpopular, attracting a mere 87 responses with most candidates scoring at the lower end of the scale. Very few candidates appeared familiar with either Caribbean personality and many could not earn marks for their effort.

Section D — Theme 9: Caribbean Society, 1900—1985

Question 17

This question was designed to test candidate's knowledge of the factors which made it difficult to travel in a named Caribbean territory between 1900 and 1950 and reasons why the means of travel became much easier by 1985. Candidates were advised to pay particular attention to the geography of the land, nature of transportation, the changing transportation needs and demands, improvements in technology and in systems of transportation and communication.

This question required candidates to demonstrate their knowledge of transportation in the twentieth century and the improvements that were in effect by 1985. It was a fairly popular question, but most of those who attempted it did not understand it. The responses were marred by weak content and an unfamiliarity with terms such as *communication* and *technology*.

Question 18

This question tested candidates' knowledge of the Indian labourer's reluctance to join the Christian churches in the 1900s. Candidates were advised to pay attention to the tendency of the Indian immigrant to be socially exclusive, the role of religion in their lives and the reluctance to become creolized. The responses were varied. Some candidates appeared to understand the question and answered accordingly, but the explanations were weak. Other candidates seemed unfamiliar with the term reluctance and did not produce the required response. Reference to cultural factors such as *language, and traditional culture and influences were required.*

General Comments

- In general, too many candidates' performance indicated inadequate, and, in an unfortunate number of cases, faulty preparation. Candidates are encouraged to spend a little more time in preparation for the exam. It is important that adequate time be devoted to the preparation of all the objectives of any chosen theme.
- This is the first testing of a revised syllabus, which introduces at least two novel features. The first is the extended essay question. Here the evidence is one of unfamiliarity if not inability to construct an extended essay. Too many candidates either wrote a paragraph or a number of paragraphs totally off the question. In quite a few cases, the responses were pre-prepared, many dealing with the theme but not the objective and consequently not the question. In some quarters, this is referred to as 'spec-ing' (speculation) and as in all such cases, if the speculation is off target the candidate suffers loss of marks and earns a lower than expected grade. Candidates should be discouraged from this form of inadequate preparation.
- It must be noted as well that the extended essay is now introduced into the two sections of the paper where candidates would normally experience the greatest challenges. Candidates should therefore be given additional opportunity to develop a facility in the construction of this type of response.
- Another concern is the inability of candidates to manipulate key words in the questions. Ready examples are *reluctance, markets, investment capital, around, communication, technology, industrialization, economic.* These all reflect a serious vocabulary deficiency which undermines candidates' ability to grasp the real demands of the questions and to produce a high-scoring response. Many of these words/terms appear in the content section of the respective themes in the syllabus and should not therefore be as unfamiliar to the candidate as now seems the case.

Recommendations

Teachers are encouraged to:

- Make full use of the new syllabus to integrate the specific objectives and content demands of the theme in their teaching strategy. This should produce greater focus in the preparation of the student, facilitate a more relevant knowledge base and enable the student to make better use of his/her knowledge base.
- Aim for the acquisition of knowledge, the use of that knowledge and the skills that help students to better communicate that knowledge
- Provide practice in answering the extended essay question
- Focus on the glossary/vocabulary of history questions

- Encourage students to better allocate time, in the examination room, to cover three questions rather than exhausting too much time on the first question with little left for Questions 2 and 3.

Paper 031 – School-Based Assessment (SBA)

Performance on the SBA was fairly good. The mean mark was 25 out of 35 (71 per cent). There was, however, a decline in the quality of some projects due to the inadequacy of the topic selected for the SBA. The presentation of projects was generally satisfactory. Teachers need to be alert for plagiarism, especially from Internet sources, since strict penalties will be enforced for such instances. Teachers should also be aware of the new mark allocation for the project as outlined in the revised syllabus, examined in 2011 for the first time.

Paper 032 – Alternative to School-Based Assessment

Performance on Paper 032 was weak. The mean mark was 11 out of 35 (33 per cent). Very few candidates scored more than 18 out of 35 available marks. Question 5 was particularly challenging since candidates interpreted the question to refer to the period after 1838, while the question targeted the period 1834—1838. The advice contained in the syllabus (pp. 28–29) should be followed if candidates are to prepare fully for this paper. It should also be recognized that the paper calls for use of background knowledge of the topic in conjunction with the information in the source.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®] EXAMINATION**

MAY/JUNE 2012

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

**Copyright © 2012 Caribbean Examinations Council
St. Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 consisted of 60 multiple choice items, which tested knowledge and comprehension. Performance on this paper was fairly good.

Paper 02 consisted of six short answer and 12 essay questions, testing the nine themes of the syllabus. Each question is worth 25 marks, and candidates are required to answer three questions, one each from the three sections, for a total of 75 marks. Candidates performed moderately on this paper.

For Paper 031, the School-Based Assessment project, students, with the guidance of their teachers, were required to select a topic and write a project report. This year's performance was fair and consistent with that of 2011.

Paper 032, the Alternative to the School-Based Assessment, is designed specifically for private candidates. It is a written paper and candidates are required to answer five questions based on a specific theme identified in the syllabus. There was weak performance generally on this paper.

DETAILED COMMENTS

Paper 01 — Multiple Choice

Paper 01 assesses the Knowledge and Comprehension profile. Questions were distributed evenly across the areas of the core with ten questions set on general trends. Performance across all areas tended to be fairly good. The mean on this paper was 35 out of 60 marks.

Paper 02 — Structured Questions and Essays

Section A — Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question set out to test candidate's knowledge of the art forms of the Indigenous Peoples in the early Caribbean. This was a popular question but candidates, in general, did not understand what was meant by the term *art forms* and many were unable to go into details about the intricate art work done by the Tainos.

In Part (a), candidates were asked to name four materials which were used by the Tainos of the Caribbean to construct their home. Candidates responded best to this section often using the vernacular language, for example, 'trulli palm', 'tibusiri' and 'carat palm'. They were able to name at least three of the materials used even though naming the fourth one was at times a challenge.

For Part (b), candidates had difficulty outlining the ways in which sculptures were used in the religious practice of the Taino. Generally, they were able to give at least one reason, but sometimes repeated themselves when attempting to give the other two reasons. In this section, they tended to use the terms 'zemi' and 'sculpture' interchangeably.

In Part (c), candidates were asked to describe three ways in which the indigenous art forms were used in the buildings and craftsmanship of the Tainos. This section posed the greatest difficulty for candidates who wrote on the end product, for example, baskets, hammocks, without referring to the art form (weaving) that was used to produce the item.

Candidates should be encouraged to develop a familiarity with such key concepts as *craftsmanship*, *art forms* and *sculpture*.

Question 2

This question targeted candidates' knowledge of the effect of European labour demands on the Indigenous Peoples and the response of these peoples to these demands. This question was not popular, but some candidates were able to earn fairly good scores. The mean was 13 out of 25 marks.

In Part (a), where candidates were tested on their knowledge of the labour provided by the Indigenous Peoples for the Europeans, they were able to demonstrate the requisite knowledge base and many of them were able to list *four ways* including *work in mines*, *sugar estates*, *cattle ranches* and *domestic work*.

In Part (b), where candidates were asked to give three reasons why this labour was required most of them were able to give a fairly sound response. A few candidates had difficulty distinguishing between the time periods and spoke of the Indigenous People and the enslaved Africans interchangeably. Acceptable responses could have explained *the attitudes of the Spaniards to labour*, *insufficient numbers of Spaniards*, and *unfamiliarity with cultivation and preparation methods for foods grown in the Caribbean*.

For Part (c), candidates were asked to explain three factors responsible for the withdrawal of indigenous labour. Many who clearly understood the question were able to answer appropriately and produced very good responses. The better responses detailed action other than violent resistance and explained conditions which provoked the indigenous response.

Section A — Theme 2: Caribbean Economy and Slavery

Question 3

Candidates' knowledge of the sugar revolution in the British Caribbean was the focus of this question. This was the most popular question in Section A. However, Part (c) posed a problem for some candidates who were unable to differentiate between social and economic reasons for the change.

In Part (a), candidates were asked to outline two reasons for the changeover from the production of tobacco to sugar. Many mentioned the fact that *West Indian tobacco could not compete with the Virginia product* and *the demand for sugar as a sweetener in Europe*. Few mentioned *support from the Dutch who provided the necessary skills, equipment and credit*.

For Part (b), candidates were asked to describe three economic outcomes of the changeover to sugar. This part did not pose a serious challenge to most candidates who provided a number of good responses, including the *increased demands of manufacture*, *increased acreage*, *reduction in the number of farms* and a *change in labour demands*.

In Part (c), candidates were asked to explain three social changes that resulted from the introduction of sugar. This section proved most challenging to some candidates who did not understand the term *social changes* fully. Nevertheless, some candidates produced some very interesting responses. *Major demographic changes*, *social stratification* and a *fractured society* were implicated.

Question 4

Candidates' knowledge of the increasing demand for enslaved Africans in the Caribbean after the 1500s was targeted in this question. This was a fairly popular question which produced some very good responses. Overall, candidates seemed to be comfortable responding to the question. However,

some areas of concern remain. Not least of these is the persistence of arguments that Africans were able to withstand the hot sun coupled with harsh labour conditions because, for example, they were ‘used to prolonged exposure to the sun, laboured and did not die’.

In Part (a), candidates were asked to outline two reasons why the Spaniards first imported captive Africans into the Caribbean. While there were some candidates who were able to give the reasons why the Spaniards first imported captive Africans into the Caribbean, there were some who tended to focus more on the sugar plantation and neglected to concentrate on why the Spaniards were the *first* to ferry captive Africans to the Caribbean. A few wrote on why the Africans were brought in a general way, out of context, and not within the appropriate time frame.

For Part (b), candidates were asked to give three reasons why there was only a small number of enslaved Africans in the Caribbean in the early 1500s. Most candidates were able to give the reasons. A popular response was that *the sugar revolution had not started and so a large number of Africans were not needed. The initial limited nature of the trade and limited exploration of the Caribbean* were cited. Such responses were well argued.

In Part (c), candidates were asked to examine three factors responsible for a rapid increase in the number of enslaved Africans in the British Caribbean by the end of the 1600s. This demand produced some well-developed responses as candidates did a very good job in answering the question. *The expansion of cultivation of labour intensive crops* as well as *the profitable nature of the trade* and *the accessibility of the West Coast of Africa to European traders* were arguments made by candidates.

Section A — Theme 3: Resistance and Revolt

Question 5

This question tested candidates’ knowledge of the increasing demand for enslaved Africans in the Caribbean after the 1500s. Candidates seemed quite comfortable with this question which was the second most popular question in this section. The responses for Part (c), in particular, were impressive displaying some higher level reasoning among candidates. The mean for this question was 16 out of 25 marks.

In Part (a), candidates were asked to list four types of methods, other than those dictated by law, which were used by sugar planters to control enslaved Africans on a typical sugar plantation in the 1700s. Many were able to list the four different methods required but some offered examples of treatment rather than categories. These included economic, physical, cultural and psychological.

In Part (b), where candidates were asked to describe any three of the methods used by sugar planters to control enslaved Africans on a typical sugar plantation in the 1700s, they were able to describe the methods in full details and earned high marks.

In Part (c), candidates were asked to explain three reasons why methods of control did not always succeed. This section posed a serious challenge to some candidates and it was obvious that many of them did not fully comprehend the requirements of the question. They were unable to explain specifically why the methods of control did not always work. The most popular response was the desire for freedom which prompted the enslaved to either run away or to rebel. Other possible reasons might have been the fact *that refuge was available, the plantations’ dependence on the Africans to subsidize their upkeep.*

Question 6

In Part (a), candidates were asked to identify four territories in which major revolts were staged by enslaved Africans in the Caribbean. This section was well handled. Candidates were able to list all

the major revolts in the Caribbean and so the majority of them were able to get full marks for this part.

For Part (b), candidates were asked to give three reasons for the early success of the 1816 revolt. This section was generally well done, even though too many candidates applied knowledge of the general causes of revolts, such as the desire for freedom or harsh treatment rather than causes specific to the 1816 incident which would have earned them higher marks. Weaker candidates seemed unaware that British troops were garrisoned in Barbados and therefore suggested that officials had to wait for outside assistance because of weak military presence in the island. Some candidates confused details with those of other revolts.

In Part (c), where candidates were asked to explain the reasons for the defeat, many of them were able to mention *the death of the leader of the revolt, Bussa, which caused the enslaved to be discouraged, that Africans were slaughtered during the military operations to put down the revolt* and the fact that *the military was better armed than the Africans*.

Section B — Theme 4: Metropolitan Movements Towards Emancipation

Question 7

This question tested candidate's knowledge of the amelioration policy introduced by the British government in the 1820s. In this question, candidates were asked to imagine that they were Jamaican sugar planters in 1825. They were required to write a letter to their banker in Britain, explaining the amelioration policy (including reasons for its introduction) and why most planters were unhappy with it.

This proved to be quite a popular question but unfortunately candidates were not always able to provide outstanding responses. In terms of structure, a number of them were able to provide an appropriate letter format but many failed to observe/adhere to the time periods and so placed inaccurate dates. Though not many points were allotted to the format, it is still something that candidates are encouraged to pay close attention to.

Candidates struggled in their understanding of key terms such as *planter* and *apprentices*. They were quite literal in their interpretation of the word *planter* and often confused the planter with the enslaved African or interchanged the word planter and apprentice at times. Some candidates also confused the terms apprenticeship and amelioration. Both systems demanded similar focus, planter response, and many of the less able students were unable to perceive the distinction between the two events and ended up combining aspects and issues from both in their responses.

Question 8

In this question, candidates were asked to imagine that they were members of the London Missionary Society on a visit to the Caribbean in 1837. They were required to prepare a report to the Society explaining what the apprenticeship period was intended to achieve and why it was failing to do so. They were expected to include three relevant clauses of the 1833 Act, the sections beneficial to the apprentice and to the planter, and the dissatisfaction of both the planter and the apprentice.

This question was relatively popular. Candidates seemed knowledgeable about the topic and the responses were fairly good. The weakness of some candidates in relation to completing this question came when they presented facts about the amelioration proposals instead of the apprenticeship system. Some candidates began by explaining the apprenticeship system, but then they went off task and discussed issues relating to the amelioration. A few were able to go back on course while others continued their discussion off task.

Common mistakes identified:

- Apprenticeship was designed to improve the living conditions of the slaves (this is more typical of the amelioration proposals).
- Some candidates stated the amelioration proposals where they were required to state the relevant clauses of the 1833 Act or incorrectly explained that the amelioration was a period which followed the abolition of slavery.
- Some candidates also tended to write the same statement as a benefit to both the planters and apprentices which could not be correct.
- In a few instances candidates referred to the apprentices as ‘planters’ clearly illustrating a lack of knowledge of historical concepts or key terms.

Section B — Theme 5: Adjustments to Emancipation, 1836 –1876

Question 9

This question’s focus was candidates’ knowledge of the problems experienced in the sugar cane industry in the years immediately after Emancipation. Candidates were asked to imagine that they were planters of a named English-speaking Caribbean territory. They were required to write a letter to the governor discussing some of the problems facing the sugar cane industry between 1838 and 1854.

This was the most popular question. It was better answered and the scores were high. Some candidates however, misinterpreted the question to be asking about the sugar revolution instead of the post-emancipation period and too many candidates used the terms planters/slaves/farmers interchangeably.

Generally, these responses were better organized and well written. About 20–30 per cent of the scripts marked fell in this category, many earning maximum marks. It must however be noted that some candidates answered the question without taking on the role of a planter as was required of them.

A few candidates were able to identify all the problems faced by the industry while for others the entire essay was based on the labour problems. These candidates expanded far too much on immigrants. They discussed the problems the immigrants (Chinese and Indians) faced. Some also did a lengthy discussion on how the resistance methods of the enslaved affected the industry. These candidates did not pay attention to the date in the question (1838).

Some candidates seemed to have difficulty defining a planter so their discussion was based on the planter being the person who planted the crops. Some of the candidates also tended to refer to the freed African as slaves.

Question 10

This question tested candidate’s knowledge of the reasons for the change over from the Old Representative System of Government to Crown Colony Government in Jamaica in the 1860s. In this question, candidates were asked to imagine that they were colonial secretaries in Jamaica in the 1860s. They were required to write a letter to the colonial office arguing the case for the adoption of the Crown Colony System of Government on the island, in place of the Old Representative System.

This question was unpopular and had very poor responses. Candidates rambled and only a few were able to discuss more than two points clearly. Although the demands of this question were very reasonable, candidates appeared to find the question difficult as they did not know the difference between the Old Representative System (ORS) and Crown Colony Government. They were unaware of the problems associated with the Old Representative System and as a consequence there was no analytical approach in answering the question.

The objective was not achieved as responses given were not pitched at the critical level but at the basic level of simple recall of knowledge. The question required that candidates have knowledge of the Jamaican Assembly. They should have been able to:

- Differentiate between the ORS and Crown Colony Government
- Be familiar themselves with the problems associated with the ORS
- Have in-depth knowledge of the colonial office and its roles and functions
- Be aware of the social, political and economic conditions of Jamaica after Emancipation that led to the 1865 Morant Bay Rebellion
- Be aware of the advantages of the Crown Colony Government

Section B — Theme 6: Caribbean Economy, 1875 –1985

Question 11

This question tested candidate's knowledge of the growth of the Barbadian Tourist Industry in the 1980s. In this question, candidates were asked to imagine that they were living in Barbados in 1980 and the island had experienced growth in the tourist industry. They were required to examine the reasons for and the consequences of the development of the tourist industry in Barbados.

This question was not a popular one. While the question appeared to be quite straightforward, candidates appeared to have difficulty. The first part of the question was interpreted as why/how the development of the tourist industry benefited Barbados. The second part seemed to be interpreted as solely negative. The consequences listed were generally long term and farfetched consequences. Overpopulation was very often cited as one such consequence.

Because of the misinterpretation of the requirements of the question, the performance was not generally impressive and candidates' scores ranged from 10 to 16.

Question 12

Candidates' knowledge of the factors responsible for the expansion of the Cuban sugar industry in the second half of the 19th century was tested in this question. Candidates were asked to examine the factors which led to the growth of the Cuban sugar industry between 1850 and 1890. They were required to imagine themselves as US investors in the second half of the 1800s.

This was not a frequently answered question. Those candidates who attempted the question provided mostly well written responses. Only a few seemed to have misunderstood the question.

Candidates seemed to have a good grasp of factors which led to the growth of the sugar industry in Cuba. As such, essays were comprehensive and well organized. Responses were clear and easy to read.

Section C — Theme 7: The United States in the Caribbean, 1776 –1985

Question 13

This question tested candidate's knowledge of the American invasion of Grenada in 1983. Candidates were asked to discuss six factors that caused the United States of America to invade Grenada and remove the Revolutionary Military Council (RMC) in 1983.

Candidates seemed to understand the questions, but a lack of knowledge prevented some of them from giving appropriate responses. It is clear that some of them had gaps in their knowledge. Candidates who knew the information handled the questions well. They showed adequate knowledge of the Revolution and the US concern for their citizens.

Most were familiar with Eric Gairy's rule in the 1970s, but they failed to discuss the reasons for the US intervention. In spite of this, there were a number of candidates who obtained perfect scores.

Many candidates gave four explanations of the US Intervention policies in the Caribbean while ignoring the reasons for the intervention in Grenada in 1983. Where some candidates tried to give reasons for the intervention, their discussion lacked substance.

The excellent responses presented details of Bishop's overthrow by the Revolutionary Military Council. A few even mentioned the OECS' appeal to the United States for help in the invasion. Not many mentioned that the overthrow was a threat to the Caribbean Basin Initiative.

Question 14

In this question, candidates were asked to discuss the effects of Fidel Castro's Cuban revolution between 1958 and 1985. The focus in this question was the influence of the Cuban Revolution on the Caribbean region and the United States' responses. The political and economic influence of both the Cuban Revolution and the devices used by the United States to prevent the spread of socialism in the region were targeted.

This was a very popular question in this section and it was evident that many candidates had knowledge of the Cuban Revolution but were unable to analyse the information they knew sufficiently to give accurate responses to the question. Candidates were not sufficiently grounded in the influence of the revolution on the Caribbean. Too many did not have adequate information about the Cold War to properly interpret this section of the question.

Candidates' responses were diffused all across the Caribbean and unfortunately lacking in focus, content and consequently, analysis. In the main, candidates focused on the Cuban Revolution and the political and economic reforms of Fidel Castro. Many candidates did not have any idea about the 'cold war'. Some thought it was a physical war. This is an indication that certain terms need to be reinforced.

Section C — Theme 8: Caribbean Political Development up to 1985

Question 15

This question was designed to test candidates' knowledge of the arguments responsible for the establishment of the Leeward Island Federation and the factors responsible for the failure of this early attempt at unification. Candidates were asked to examine three arguments used to promote the unification of the Leeward Islands in 1871 and three reasons why the attempt at unification ended in failure.

There were few responses to this question. Many of the responses contained generalizations which could be applied to the West Indian Federation. The first part of the question was not handled well. Many candidates could only identify one reason for the unification of the Leewards. Some were not familiar with the time of the Leeward Islands unification. As a result of this, they spoke about the territories wanting independence over federation.

The reasons for establishing the Leeward Islands Federation were confused with the reasons for the British West Indies Federation. Many candidates were unable to identify the islands in the Leeward Island Federation and often referred to Barbados and Trinidad as member states in their responses. Few seemed aware that the Federation was organized by the British imperial government.

This was a question which was unpopular among candidates and offered strong indication that the various attempts at federation/unification should be taught in the classroom.

Question 16

Candidates were asked to examine at least two of the economic, political and social factors which contributed to the collapse of the British West Indies Federation in 1962.

This was the best answered question in this section, and it was relatively popular. There were several relatively good and very good responses. Candidates could argue factually the reasons for the failure or collapse of the West Indies Federation. However, some tended to confuse Michael Manley with Norman Manley while many of them quoted Eric Williams' statement 'one from ten leaves zero' as a cause for the collapse. Reasons such as *a defective or weak constitution, problems of insularity, fear*

of freedom of movement and the lack of a strong sense of loyalty were reasons which would have been argued.

Section D — Theme 9: Caribbean Society, 1900 –1985

Question 17

This question was designed to test candidates' knowledge of the employment situation in the British Caribbean during the 1930s and the efforts made by colonial governments to ameliorate the situation.

Candidates were asked to examine and discuss at least three employment problems in the British Caribbean during the 1830s and at least three measures adopted by colonial governments to deal with them.

Candidates were able to identify the problems. Some candidates however, were vague in their response to the measures adopted by the colonial government and failed to discuss the recommendations of the Moyne Commission. Some candidates had a problem identifying the correct time period. Some looked at problems during slavery or the immediate post-emancipation period. There was the perennial problem of chronology. Candidates continued to be unable to identify the dates of important events in Caribbean History.

Some candidates misinterpreted the question to mean labour problems in the Caribbean immediately after emancipation. As a result, they argued that the planters went to India and China to obtain labourers. Other candidates were quite comfortable discussing the social conditions in the British Caribbean in the 1930s. They spoke about *health issues, lack of education and poor housing. Limited job creation, job insecurity, low wages and long working hours* were also implicated.

Overall, many candidates understood the problems relating to employment. Additionally, they demonstrated adequate grounding in the measures that were adopted by the colonial government to deal with the problems.

Question 18

This question tested candidates' knowledge of the role and function of women in early 20 century Caribbean society, their gradual drift towards urban centres and the role of women's organizations in championing their cause and correcting their situation. Candidates were asked to examine and discuss at least three reasons why young women in the British Caribbean tended to move out of the country districts and into the towns between the 1920s and 1930s and at least three ways in which women's organizations tried to help them.

Candidates interpreted this question well. They needed, however, to put more detail in the content of their responses. They often were able to say that the women left rural areas because they were looking for jobs or education, but did not explain the reason why these were problems peculiar to the rural areas in this period. Candidates were very general in their responses on the work of women's organizations. Many did not identify the name of organizations or influential women in this era.

The absence of job opportunities and decline in self-employment opportunities in the rural areas were reasons that could have been advanced.

Some responses focused on the society's sexual stereotyped image of women. Some candidates were convinced that women moved into the towns to escape sexual assaults, to find a rich spouse and to escape a multitude of other abuses. Too few candidates were able to discuss the push and pull factors. Education and greater occupational opportunities were two of the most common responses. Some candidates had no idea what the organizations were and so many of their responses were very vague.

Paper 031 — School-Based Assessment (SBA)

There were some good SBA submissions but very few were outstanding. The quality of the SBA assignments indicates that problems persist both in teacher and student understanding of the regulations and requirements. There were far too many instances of non-compliance with the CXC regulations regarding SBA projects. These were reflected in the following areas:

Format

1. In the first instance, too many SBAs were written in the Social Studies format. Some students even labelled their projects as Social Studies.
2. Some questions had multiple parts. In addition to being too onerous, such questions limited the ability of the students to be analytical in their responses.
3. In a number of instances both the length and scope of assignments exceeded the SBA requirement. The former caused students to lose marks and the latter made it difficult for them to earn marks.

In addition, many questions were poorly worded and did not lend themselves to the promotion of higher order skills. These deficiencies made it difficult or impossible in some cases for students to earn many marks for their assignments.

Presentation

1. Some students had problems writing a proper rationale and as a result lost the opportunity to earn the full marks allotted.
2. Some students did not follow the conventions for writing a research paper. Again, such students lost the opportunity to earn marks.

3. Many students did not make maximum use of their sources as text references were limited and, where provided, were often incorrect. Too many students depended on limited sources (sometimes only one or two). There were also cases where, despite having a list of three or more sources, it was evident that the student relied very heavily on only one of them.
4. Very often sources were not referenced correctly in the bibliography.
5. While the use of illustrative material is to be commended and encouraged, these must be fully incorporated into the body of the assignment and their sources must be provided. Very often photographs, tables and other illustrations were included in assignments without any attempt to use them to support arguments.

Plagiarism

This is a *major* problem. Plagiarism is on the increase, in some instances entire pages were downloaded from websites or copied from history texts. Teachers must make themselves more familiar with the regulations for the SBA. All teachers must be more vigilant with regard to plagiarism.

Paper 032 — Alternative to School-Based Assessment

This paper, which was poorly done, continues to be a challenge for candidates. The quality of the responses suggests that many were ill prepared for this paper. Many displayed a lack of basic knowledge and a majority of the candidates earned less than 50 per cent of the total mark allotted to this paper. Many of the responses did not address the specifics of the questions and only one candidate was able to score total marks.

Candidates had much difficulty with Question 5. The question required candidates to discuss the problems encountered in recruiting immigrants in China but the majority discussed problems encountered by immigrants in the Caribbean.

It is clear that candidates need to be specifically prepared for the types of questions that are posed in this paper.

Recommendations

In general, too many candidates' performance indicated inadequate, and, in an unfortunate number of cases, faulty preparation. Candidates are encouraged to spend a little more time in preparation for the exam. It is important that adequate time be devoted to the preparation of all the objectives of any chosen theme.

It must be noted as well that the extended essay has now been introduced into the two sections of the paper where candidates would normally experience the greatest challenges. Candidates should therefore be given additional opportunity to develop a facility in the construction of this type of response.

Another concern is the inability of candidates to manipulate key words in the questions. These all reflect a serious vocabulary deficiency which undermines candidates' ability to grasp the real demands of the questions and to produce high scoring responses. Many of these words/terms appear in the content section of the respective themes in the syllabus and should not therefore be as unfamiliar to candidates as now seems the case.

Teachers are encouraged to:

- Make full use of the new syllabus to integrate the specific objectives and content demands of the theme in their teaching strategy. This should produce greater focus in the preparation of the student, facilitate a more relevant knowledge base and enable the student to make better use of his/her knowledge base.
- Aim for the acquisition of knowledge, the use of that knowledge and the skills that help students to better communicate that knowledge.
- Provide practice in answering the extended essay question.
- Focus on the glossary/vocabulary of history questions.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®] EXAMINATION**

MAY/JUNE 2013

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

**Copyright © 2013 Caribbean Examinations Council
St. Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 consisted of 60 multiple choice items, which tested knowledge and comprehension. Performance on this paper was fairly good.

Paper 02 consists of six short answer and 13 essay questions, testing the nine themes of the syllabus. Each question is worth 25 marks and candidates are required to answer three questions, one from each of the three sections, for a total of 75 marks. Candidates performed only moderately on this paper and this is a source of concern. For the reasons outlined below, candidates have not been able to earn maximum marks even when it is evident that they do possess some relevant knowledge.

For Paper 031, the School-Based Assessment project, students, guided by their teachers, were required to select a topic and write a project report using the guidelines provided in the syllabus. This year's performance shows an improvement over the previous year.

Paper 032, the Alternative to the School-Based Assessment, is designed specifically for private candidates. It is a written paper and candidates are required to answer five questions based on a specific theme identified in the syllabus. The performance on this paper showed an improvement over past years but remains generally weak.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 01 assesses the Knowledge and Comprehension profile. Questions were distributed evenly across the areas of the Core with ten questions set on general trends. Performance across all areas of the core tended to be fairly good.

Paper 02 – Structured Questions and Essays

Section A – Theme 1: The Indigenous Peoples and The Europeans

Question 1

This question tested candidates' knowledge of the features of Columbus' proposal to the King and Queen of Spain, the reasons why Columbus was looking for a new route to Asia and the factors which explained the willingness of the King and Queen of Spain to support Columbus' venture.

The question was fairly popular but some candidates were uncertain about their responses at Part (a) and Part (b) and in some cases provided the answer for Part (b) at Part (a) and vice versa. The responses to Part (a) indicated a familiarity with the general background of the Columbus project but they lacked details of the actual proposal.

Part (b) was more widely known but candidates seemed unable to accurately explain why Columbus was looking for a new route to Asia. Some candidates provided information about the proposal rather than the reasons for seeking a new route. Candidates did not recognize the requirement to provide a discussion of the old route and its disadvantages. Part (c) posed a significant challenge for many candidates who simply repeated what they had written at Parts (a) and (b). Generally candidates were unable to satisfactorily come to grips with the demands of this question and were superficial and speculative in their responses.

Question 2

This question sought to test candidates' knowledge of the consequences for both groups, of European interaction with the Indigenous Peoples.

The question required candidates to list four agricultural crops grown by the Indigenous Peoples to which the Europeans were introduced, to explain why the Europeans in the New World became dependent on these foods and to illustrate how contact with the Europeans affected the Indigenous People. This question was popular and candidates were able to list the full range of crops which were cultivated by the Indigenous People that were new to Europeans at Part (a). Candidates did not seem to understand the requirements of Part (b) of the question and demonstrated limited knowledge of the reasons for European dependency on the foods of the Indigenous Peoples. This part of the question elicited descriptions of European activities in the New World rather than the factors of short supply, preoccupation with the search for gold, infrequency of shipping and the hazards of the long distance trade, in addition to the lack of knowledge of the needs of colonists by those in Europe.

Part (c) was generally well done, with the better prepared candidates producing well informed and analytical responses and in some cases providing more than the required number of points. However, there were responses in which candidates placed emphasis on describing what the Europeans did without concluding that there was decimation of the population, exposure to new diseases, loss of autonomy and freedom, and subjection to the will of the Europeans.

Section A – Theme 2: Caribbean Economy and Slavery

Question 3

This question focused on the people who were used as labourers by the European settlers in the Caribbean before the Africans, the territories which produced logwood in the 1600s, Dutch assistance to the sugar revolution and the social effects of the change from tobacco to sugar or logwood to mahogany. This was a popular question with the best responses attained in Part (b). Most candidates earned full marks for Part (a) (i), which asked them to identify two groups of people who were used as labourers before the large-scale importation of Africans.

Part (a) (ii) provided more challenges. Candidates were not too familiar with those territories which were producers of logwood in the early colonial period and some candidates mixed up European indentured servants with post-emancipation indentured workers. Some candidates did not seem to know that British Honduras was the colonial name for Belize and treated the two as separate entities.

Part (b), which focused on the role of the Dutch in the changeover from tobacco to sugar, was well handled with many candidates scoring full marks. Candidates' responses reflected wide and detailed knowledge of the central role of the Dutch in the sugar revolution in the British Caribbean.

In Part (c) some candidates were unclear about the social effects and included some economic effects as well, but several candidates, who focused on the social effects, produced well informed and accurate responses. Some candidates wrote too, about the social effects on West Africa. Only a few candidates wrote about the social effects of the change from logwood to mahogany and these answers were generally weak.

Question 4

This question required candidates to list four restrictions placed on free coloured men and women in any Caribbean territory and also to describe the activities that provided the opportunity for men and women of all classes to interact during slavery and to examine the ways in which the social status of free blacks and coloureds could be improved. This was the least popular question in Section A with all three parts being poorly handled. Part (a) was comparatively well done but some candidates struggled to find examples of the restrictions that were placed on the free coloureds.

In Part (b) many candidates were able to identify the activities in which there was interaction of all groups in the society. However, some candidates lost sight of “interaction among all groups” and described activities of enslaved Africans in the Sunday market without reference to planters and coloureds who also patronised those markets. Some candidates incorrectly identified the churches, which did not provide opportunities for interaction, as they were for the most part segregated.

Part (c) also posed difficulty as some candidates did not seem to know how free blacks and coloureds could improve their social status. Candidates identified education, skills and property and wealth. Some candidates were able to examine only one or two of the three ways required. Only a few candidates were able to accurately examine all three ways.

Section A – Theme 3 – Resistance and Revolts

Question 5

This question focused on the forms of resistance by captive Africans during the Middle Passage, the Caribbean territories with the largest maroon settlements, the strategies used by enslaved women to deprive the plantation owners of labour, and the ways in which insurrectionary forms of resistance by enslaved men and women created problems for the plantation owners. This was the most popular question in Section A and for many candidates the one on which they earned their best mark.

At Part (a) some candidates made mention of the outmoded (and outlawed) active and passive resistance. These unacceptable terms must be removed from classroom teaching about resistance. Some candidates were unable to identify the resistance methods that were unique to the Middle Passage and read the question to mean general forms of resistance. Thus they included land-based strategies such as running away and maronage in their responses.

In part (a) (ii) candidates were able to identify those territories with large maroon settlements – the Greater Antilles and the Guianas. However, some candidates did not recognize the word “large” in the question and incorrectly named small islands, most often Barbados.

Part (b) was generally well handled except in a few cases where candidates were unable to identify resistance methods used specifically by women. Some referred to pregnancy as a means of female resistance and identified the sexual relationship with plantation overseers or a sweet tongue as means used by enslaved women to get less work on the plantations.

At part (c) some candidates were unable to distinguish between insurrectionary and non-insurrectionary forms of resistance and to accurately and effectively analyse the problems which insurrectionary forms of resistance created for the plantation owners. Some did not seem to be familiar with the terms insurrectionary and non-insurrectionary and some of those who were familiar, were unable to show how these forms of resistance created problems for the planters. Some simply described the forms of resistance. Responses were generally repetitive and focus was mainly on the loss of profits, investment and labour.

Question 6

This question required candidates to name four leaders of the Haitian Revolution, to explain ways in which the Haitian revolution threatened the United States and benefited the Caribbean and to examine the ways in which the long battle for independence damaged the Haitian economy and society. This was not a popular question.

At Part (a), most candidates were able to name three of the four leaders.

In Part (b) many candidates were generally unable to state how the Haitian Revolution threatened the USA. In some cases the response simply repeated the part of the question which stated the revolution threatened the US. Candidates, however, were well informed on the benefits of the Haitian Revolution to the Caribbean in prices, markets and migrant skills to solidify their sugar industry.

In Part (c) some candidates demonstrated sound knowledge of the damage to both the economy and society while other candidates focused mainly on the damage to the economy. In a few cases the well-prepared candidates scored full marks on this question.

Section B – Theme 4: Metropolitan Movements Towards Emancipation

Question 7

The question required candidates to write a speech as an abolitionist in a debate against slavery, speaking against five arguments put forward by your opponents. Candidates were able to reference humanitarian arguments and some biblical viewpoints. However, candidates did not include a debate on economic arguments for and against slavery and some had difficulty presenting arguments to counteract the opponents' viewpoints. Some candidates looked only at one side of the argument and failed to present supporting historical evidence.

Weaknesses

The responses to this question showed:

- a lack of debating skills
- one-sided arguments
- a journalistic approach
- lack of historical information
- little recognition of the need to present the opponents' argument in order to rebut it
- absence of the perspective of a planter based in London.

Question 8

This question asked candidates to imagine themselves as a pro-Amelioration absentee owner and write a letter to a friend living elsewhere in England to discuss the aims of, and reasons for the failure of Amelioration.

Some candidates did not remember that they were required to write a letter so their response did not have the appropriate format.

Weaknesses

- Confusion between Amelioration and Apprenticeship. In some instances they were presumed to be one and the same. This led to the candidate focusing on benefits of the proposals rather than failure of the proposals.
- Similarly on Amelioration, candidates should be prepared to have the perspective of the groups involved in the issue – such as planters, enslaved, free people employers, the imperial government.
- Required letter writing skills were not evident in some of the responses.

Section B – Theme 5: Adjustments to Emancipation

Question 9

As the owner of a sugar plantation in British Guiana, the question required candidates to write a letter to a banker explaining the reasons for the success of Indian immigration in the colony under five headings listed.

Candidates reflected varied competence in their handling of the various sections of this question. While most candidates were familiar with the ‘push’ and ‘pull’ factors which brought immigrants to the Caribbean, some candidates confused the two and discussed pull factors under push and vice versa. Candidates were weaker in identifying the role of the British government, planters and the physical environment. Candidates did not seem to understand what the term ‘physical environment’ meant. This was interpreted as the climate, living conditions and topography of the Caribbean or that the immigrants were previously acclimatized to the climate and/or working conditions in the Caribbean.

Weaknesses

- Too much description of the course of immigration, including intra-Caribbean immigration.
- Missing from most answers was the planter perspective.
- Limited knowledge of financial institutions.
- Focus on the problems of free villages rather than their impact.
- Although candidates wrote on market and trade they did not present much information on diversification of the economy.

Question 10

As a journalist in the British Caribbean around 1850, the candidates were required to write an article examining the social and economic impact of free village settlements in the British Caribbean. Some candidates who attempted this question wrote responses on all five subheadings. Those who attempted two areas chose from among labour, social impact and trade and markets. Some candidates associated free villages with immigrants and failed to focus on what the question specifically asked for. Once they mentioned the immigration scheme, some candidates digressed from the question and elaborated too much on the course of immigration.

Candidates were knowledgeable about the free villages and were able to explain one economic factor of living in a free village but some were not familiar with the social impact of the free villages and the financial institutions that were created.

The terms ‘social’ and ‘economic’ continue to present problems to candidates. Because they cannot differentiate between these two, the requirements of the questions were not satisfied.

There was a common practice of referring to the occupants of the free villages as ‘slaves’ rather than ‘free Africans’.

Weaknesses

- Some confused free villages with villages established by runaways or maroon communities.
- Lack of understanding of the terms social and economic.
- Tendency to be narrative/descriptive rather than analytical.

Section B – Theme 6: Caribbean Economy, 1875-1985

Question 11

Candidates were asked to write a letter to the London Chamber of Commerce assessing the success of five of the measures implemented to ensure the survival of the sugar industry during the late 1800s and early 1900s.

While a few candidates recognized one technology that was utilized in the sugar industry, for the most part candidates were not familiar with the measures taken to keep the sugar industry alive. Candidates seemed to have more information on labour and only a few were able to provide information on science and technology.

Weaknesses

- Some candidates did not present their responses in a letter format.
- Some of those who did failed to heed the dates stated in the question.
- Too many candidates described rather than assessed the measures.
- Limited knowledge on science, technology and capital.
- Some candidates could not specify the technological improvements that were made in the sugar industry.

Question 12

As an employee of the Ministry of Energy of Trinidad and Tobago, candidates were required to write a response to a request from a possible investor, for information on the petroleum industry in two of the four specified areas. This question was not popular and when it was done, the responses were poor. Despite its importance, candidates displayed a marked lack of knowledge of the topic. In fact one response cited official policy which required Board approval for the release of classified information as a reason not to answer the question. Candidates should be advised that such responses cannot earn them any marks and should be drilled in the required approaches to the “imagine” questions.

Weakness

- Lack of knowledge of topic was most evident.

Section C – Theme 7: The United States in the Caribbean, 1776-1985

Question 13

In responding to the question, which asked candidates to examine the reasons for US interest in the Caribbean between 1776 and 1985, a number of candidates overlooked the time frame of the question and wrote extensively about issues relevant to the 20th century. Hence these responses did not address the 19th century issues which the question demanded.

Candidates were familiar with US trade and investment activities in the Caribbean. Some did not appear to understand the concept of “ideology” as the responses in this area were poor.

Weaknesses

- Failure to observe the stipulated time frame
- Lack of understanding of the concept of ideology
- Limited information on trade and investment

Question 14

Candidates were asked to assess the measures adopted by the USA in response to the Castro revolution in Cuba by arguing five points drawn from any two of the four listed measures.

Candidates displayed wide knowledge of Castro’s activities in Cuba, but failed to select information that was relevant to the question and ignored US response to Castro’s actions. There was a general lack of knowledge of Cuba’s impact on the USA and the USA’s response to Cuba. A number of candidates provided good descriptions of measures instituted by Castro but did not provide an assessment of the effectiveness of these measures.

Weaknesses

- Some candidates did not take heed of the “in response to the Castro revolution” and provided descriptive answers of Castro’s policies.
- Some candidates described the course of the Revolution.
- Lack of knowledge.
- Question not interpreted properly.

Section C – Theme 8: Caribbean Political Development up to 1985

Question 15

Candidates were asked to assess the effects of any five recommendations of the Moyne Commission on the political development of the region.

This was the least popular question in this section. Candidates were able to identify recommendations made by the Moyne Commission but failed to make any significant connection between the recommendations and their effect on political development.

Weaknesses

- Responses were primarily narrative/ descriptive.
- Lack of critical thinking skills evident.

Question 16

In examining five reasons for the collapse of the West Indies Federation, candidate were asked to argue from two of economic, political and social factors.

Candidates were familiar with the economic and political reasons for the failure of federation in 1962 but they struggled with making a distinction between social, economic and political issues. Weaker candidates provided irrelevant and inaccurate information.

Weaknesses

- Inability to distinguish between social, economic and political factors
- Tendency to be narrative rather than analytical

Section C – Theme 9: Caribbean Society, 1900-1985

Question 17

Candidates were asked to consider the state of working and health conditions of working men and women in the Caribbean in the 1930s, with reference to at least two from each area. Some candidates provided a comparative essay which discussed issues relevant to the period of enslavement in a question which dealt with the 20th century and so they incorrectly concluded that conditions were better. Some candidates made reference to poor conditions, especially housing, existing during the period but could not relate them to health conditions.

Weaknesses

- Problems with chronology; candidates were unable to isolate those factors which were relevant to the specific time period of the question.
- Limited knowledge of topic; answers tended to be general and journalistic.

Question 18

Candidates were asked to discuss three missionary efforts to convert people from Hindu, Islam, and African religions to Christianity and two reasons for their limited success. This was a popular question that was widely misinterpreted. Many candidates viewed the question as one that could be done without much historical knowledge. Hence responses were either rather sermon-like and based on their views about Christianity, or general and journalistic. Some candidates were unable to relate the question to the appropriate time frame and made continuous references to the period of enslavement and to the “slaves” who the missionaries tried to convert. Too often the discussion centred on the emancipation period instead of the effects of conversion in the early 1900s. Candidates scored few marks in the first part but earned more in the second part.

Weaknesses

- Confusion with chronology
- Lack of historical knowledge of topic
- Prevailing view that historical questions could be answered without historical information.

PAPER 031 – School-Based Assessment (SBA)

On the whole there was an improvement in student performance on the SBA. However, there were some projects which were not related to the History syllabus and some projects also that addressed issues which were far beyond the time frame of the syllabus. Teachers should be more pro-active in guiding students to pursue history topics which lead to the demonstration of higher level of skills of analysis, interpretation and evaluation instead of those that are largely knowledge oriented.

In a few instances cases of plagiarism were identified and confirmed and candidates were penalized.

Paper 032 – Alternative to School-Based Assessment

Although there has been some improvement this year, candidates' performance in the alternative paper continues to be disappointing. In general, only a small percentage of candidates secured over 50 per cent of the marks. Question 5, which carries the most marks (12), proved to be challenging to most of the students. While this question appeared straightforward, many candidates wrote off the point and failed to really examine the factors for immigration. A few, however, scored the maximum or near maximum on this question. It is clear that candidates are not adequately prepared to answer specific questions based on documentary sources. Many treated this paper as an exercise in comprehension and were unable to provide the required additional knowledge.

GENERAL OBSERVATIONS

- In many cases the candidates' performance reflected both inadequate and faulty preparation.
- There are far too many instances when candidates continue to use outmoded terms such as "active and passive" resistance and show little familiarity with the accepted terminology, insurrectionary and non-insurrectionary resistance.
- Candidates demonstrated an inability to discriminate between social, economic and political effects. More attention should be paid to defining and clarifying these terms.
- More attention should be paid to the issue of interaction between social groups/classes throughout the period.
- In some of the more popular themes, candidates reflected a greater knowledge of the course of the event but were weaker in their discussions of the impact. The Haitian Revolution is a case in point. More attention should be paid in class discussions to the consequences of events to different groups of people.
- The responses which required the presentation of an argument revealed candidates' weakness in debating skills. In many cases the counter-arguments were not presented.
- Candidates did not appear to be familiar with terms such as sugar technology and ideology.
- Chronological mix up is now chronic. A greater attempt has to be made to make candidate able to isolate events in their specific time periods and apply the appropriate terminology to groups in that specific period.
- There is a marked lack of knowledge of events in the latter part of the syllabus.
- There is an overwhelming tendency for candidates' responses to be narrative. More opportunities for the development of critical skills must be worked into the preparation of candidates.

RECOMMENDATIONS TO TEACHERS

Paper 02

1. Teachers should pay greater attention to the recommendations in the Subject Report.
2. Embrace hands-on learning where possible. Teaching strategies could include trips to sugar factories, museums, and industrial sites, for example, petroleum and bauxite. Where technology permits, there are websites that can be utilized for this purpose.
3. Make candidates familiar with new developments in the discipline – terminology and interpretation.
4. Devote time to explaining, and emphasizing the importance of appropriate terminology when referring to groups. There were enslaved Africans in the British Caribbean until 1834. Between 1834 and 1838 they were apprentices and after 1838 they were freed Africans. There were no "slaves" in the Caribbean in the 20th century and immigrants were not "slaves".
5. It is absolutely essential that students of history be made to develop a sense of history. For this, chronology is important so that the candidates can appreciate the different time periods during which events occurred and the changes which characterized each period. This will help

to reduce the confusion of events and groups that was evident in some of the responses this year.

6. Greater preparation is required if candidates' performance in essay-type questions is to be improved. Mock debates, simulation exercises and basic letter writing practice can assist in this area.
7. Candidates must be exhorted to read the questions carefully and address the requirements of the question in their responses.
8. Candidates should be urged to avoid personal and emotional responses which are not required by the question.
9. Candidates should be reminded that all statements require supporting historical facts and current opinions are not acceptable to explain historical events.
10. Devote more class time to the change over from logwood to mahogany.
11. Ensure that candidates are made aware of the meanings of basic general and historical terms, such as explain, analyse, social, economic, political, and ideology.

Paper 031 SBA

1. Teachers should make themselves very familiar with CXC regulations regarding SBA projects.
2. Teachers who are uncertain of the SBA requirements should consult the local CXC agency or the local Ministry of Education to secure the requisite information.
3. Teachers should ensure that all candidates observe the word limit for projects.
4. Projects should permit candidates to apply higher-order analytical skills to their projects rather than basic descriptions and narratives.
5. Teachers should ensure that projects are relevant to the syllabus.
6. Candidates should be made aware of the seriousness of plagiarism and the penalties applied for this transgression.
7. Candidates should be encouraged to pay close attention to the requirements for submission of SBA projects. Teachers should try to ensure compliance especially regarding the development of a good rationale for projects.
8. Candidates should be advised against over-reliance on Internet sources at the expense of using quality texts.

Paper 032

1. Candidates must be prepared to respond to the type of questions on this paper.
2. Preparation should include exposure to document-based questions.
3. Questions on past papers should be used as practice guides.
4. Teachers and candidates are reminded that the paper is not a comprehension test.
5. Teachers and students should refer to the current syllabus which specifies the topic on which questions in this paper will be based each year.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2014

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

**Copyright© 2014 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 consisted of 60 multiple choice items, which tested knowledge and comprehension. Performance on this paper was fairly good.

Paper 02 consisted of six short answer and 12 essay questions, testing the nine themes of the syllabus. Each question is worth 25 marks and candidates are required to answer three questions, one from each of the three sections, for a total of 75 marks. Candidates performed only moderately on this paper and this is a source of concern.

Overall, candidates displayed knowledge of most of the topics covered in the paper. However there were some topics where a dearth of information predominated. These were primarily located in Section C and the latter part of Section B. In addition, some candidates were unable to earn maximum marks for their knowledge because of their inability to apply it to the specific questions. The problem for a number of candidates is not simply a lack of knowledge but an inability to apply the knowledge they possess appropriately.

The candidates' scripts also reflected some undesirable practices. Responses tended to be very general and lacking in analysis. There were few instances when concrete examples were provided to support points made in the responses. Some candidates also provided unsolicited information in their responses. For example, in Question 4 several candidates described the groups which made up the typical social pyramid (that was provided in the stimulus) in the Caribbean and some devoted an entire paragraph to this before attempting the question. Also, some candidates wasted time restating the question before stating "I will now explain why (question stated)..."utilizing time and space in a useless activity. Some candidates repeated the same information in different sections of their answers reducing their capacity to earn marks. In addition, there were language problems, weakness of expression and instances of words used out of context.

Some essay responses were not properly organized with introduction, body and conclusion and some of the paragraphs included several points which were merely mentioned rather than developed. Too often candidates did not heed the task word in the question and provided much more information than was necessary and which could not earn them any marks. This was very evident where candidates were required to list information. Some candidates neither understood that a list does not require long explanations nor were guided by the marks allocated for the activity. As a result, despite the knowledge they possessed, some candidates were unable to position themselves in the higher mark-earning category.

For Paper 031, the School-Based Assessment, students, guided by their teachers, were required to select a topic and write a project report using the guidelines provided in the syllabus. This year's performance shows an improvement over the previous year.

Paper 032, the Alternative to the School-Based Assessment, is designed specifically for private candidates. It is a written paper and candidates are required to answer five questions based on a specific theme identified in the syllabus. The performance on this paper showed an improvement over past years but remains generally weak.

DETAILED COMMENTS

Paper 01 — Multiple Choice

Paper 01 assessed the Knowledge and Comprehension profile. Questions were distributed evenly across the areas of the Core with ten questions set on chronology and general trends. Performance tended to be fairly good with similar performance on all topics on the paper. The mean score was 36 marks out of 60.

Question 1

This question tested candidates' knowledge of the reasons for European exploration in the 15th century and Spain's role in this activity. In Part (a) (i), candidates were asked to name the "coveted land" that Columbus was seeking; at Part (a) (ii), to identify the items produced in the "coveted land"; at (b) to explain the reasons for the demand for the items and at Part (c) to discuss the ways in which the King and Queen of Spain thought they could benefit from Columbus' proposal. This was the most popular question in this section.

Some candidates were unable to answer section (a) of the question correctly as they were unable to specify the "coveted land"— Asia — and identify the items produced there. Some responses named New World items such as cotton, tobacco, and coffee instead of gold, spices, silks and perfumes. Others were not specific with their examples stating "fabric" rather than "fine Eastern textiles" or "silks." However, a large number of candidates were able to identify the items produced in response to Part (a) (ii). Some candidates did not specify the names of the countries and gave vague responses such as 'The East' or they confused it with the West Indies or the New World.

For Part (b), some candidates did not adequately explain reasons for the European demand for the items named in (a) (ii). The responses were general and limited to wealth as the main reason for the demand. Also quite a number of candidates gave explanations that would have been better suited to Part (c) such as spreading their civilization and empire building. This section was fairly well done as many responses highlighted the need to sell for profit and to gain prestige. The best responses were given at Part (c) with students being guided by 'Gold, God and Glory'.

Most were able to explain the ways in which the King and Queen of Spain thought they could benefit from the proposal. These included the opportunity to compete with Portugal and the chance of extending their empire with the new lands promised.

Question 2

This question tested candidates' understanding of the impact of the Europeans on the Indigenous People, particularly the factors that contributed to the decline of the Indigenous population after the Europeans came, the ways in which they were affected by Europeans and their cultural impositions and the reasons for the economic changes that the Indigenous People faced as a result of the European presence. This was a fairly popular question. In Part (a) candidates were able to identify the factors that contributed to a decline of the Indigenous population, however many were not sufficiently mindful of the task word "list" and provided lengthier explanations than were necessary. Some listed infanticide and suicide as separate points although they are two examples of the same practice. Additional factors for the decline were forced migration to work on mines, estates and missions as well as disease and starvation.

In Part (b), some candidates were able to identify relevant aspects of cultural imposition though they did not clearly explain how it occurred. The term "cultural imposition" posed challenges to some candidates. Many candidates faced difficulty at Part (c) in explaining the reasons for the economic changes. Some discussed European economic and socio cultural activities. In some cases, it was clear that the candidates possessed more information on the sociocultural aspects but it is also clear that candidates were unable to distinguish between economic, social and cultural features. The most popular response was based on the fact that trading stopped and indigenous crops were trampled. Generally, the responses to this question were limited and the explanations were weak. Complete responses would have elaborated on the forced change in land use patterns and new ways of claiming land rights which deprived the Indigenous Peoples of any rights.

Question 3

This question tested the objective in the syllabus which relates to the Slave trade and the reasons given for the enslavement of Africans. Candidates were required to demonstrate knowledge of Western European nations which were directly involved in the trade in captured and enslaved Africans on the West African coast before 1600 and provide the reasons that the French and British gave for increased importation of Africans in their Caribbean colonies. It required the candidates to highlight previous labour/agricultural practices and settlement patterns.

Many candidates responded by stating nationalities rather than names of the countries involved in the slave trade on the West African coast. Some candidates gave the names of Slave trading ports and Spain was commonly named, inaccurately, as being directly involved in trading in enslaved and captured Africans on the coast of West Africa during this period. Candidates should have named Portugal, France, England, Holland and Denmark among others.

Section (b) was satisfactorily answered. Candidates were able to give the main reasons for the small number of enslaved Africans before 1600, such as the use of Indigenous and bondservants' labour and that tobacco cultivation did not require many labourers. Some candidates did not pay attention to the time period specified so they included the Indigenous People in their responses. There were some excellent responses at (b) and (c).

Question 4

This was a popular question in which some candidates were able to attain full marks. The question tested candidates' ability to identify factors that determined ranking within the "social pyramid," the qualities which might determine the status of enslaved men and women in the eyes of the other enslaved men and women and to examine the features of housing on the sugar plantations during enslavement showing how this reflected social status. Some candidates misinterpreted the intent of the stimulus diagram. The question required that candidates provide the reasons for the categorization but some candidates described the categories instead. Some candidates focused on the enslaved population rather than on the society as a whole.

At Part (b) some candidates misinterpreted the question and looked at status in the eyes of the whites instead of the enslaved. However many candidates were able to identify occupation/colour/skill/leadership/privileges and African lineage as appropriate answers. The majority of the responses were limited to work/jobs, colour and place of birth and were generally lacking in their descriptions of the qualities. Most candidates found Part (c) of this question challenging as they were unable to identify the features of housing particularly the housing of the white employees. Some could identify only two groups- the plantocracy and the enslaved to the exclusion of other white groups such as overseers and bookkeepers. Some candidates did not realize that housing referred to living quarters and their responses included boiling house, curing house and other factory buildings. Candidates who responded well made the connection between the housing arrangement and social status.

Question 5

This was not a popular question. The question tested candidates' knowledge of the French and Spanish slave laws in the 17th and 18th centuries, the Caribbean territories to which they applied directly, the reasons why they were introduced and the ways in which planters in the British Caribbean sought to control the economic activities of enslaved men and women. While many of the candidates who attempted this question were able to identify the territories that were ruled by the French and Spanish, some were unclear as to which territories belonged to France and Spain. French territories were Martinique, Guadeloupe, Haiti, Marie-Galante and French Guiana. Spanish territories were Hispaniola/Santo Domingo, Puerto Rico and Cuba.

Section (b) was poorly done. Many candidates stated the various laws in the French and Spanish colonies but they did not give the reasons why they were implemented. Most candidates could only provide one reason — avoiding revolts. Other reasons included the need to protect investment, the give the appearance of protection for the enslaved and to maintain white superiority.

Section (c) was also poorly done. Most candidates did not pay attention to “economic control” but stated all forms of control — social, psychological and physical.

Many candidates referred to the fact that the planters stopped the enslaved from going to the market without explaining how a single market day permitted planter control of the enslaved. Some candidates did not fully grasp the meaning of “economic activities”.

Question 6

The objective of the question was to test candidates’ knowledge of the economic effects of the Haitian Revolution on Haiti and the benefits of this revolution to the wider Caribbean. This was a popular question.

At Part (a) (i) candidates were able to identify at least one of the major crops grown in St. Domingue in 1791. The crop most commonly identified was sugar cane, which some simply referred to as “cane”. A few candidates identified coffee and cotton and even fewer, indigo.

At (a) (ii), many candidates identified, white, blacks, slaves as the social groups in St. Domingue in 1791 and only a few correctly referred to the grand blancs, and petit blancs. Few of the candidates who attempted this question, performed well on this part of the question.

Some candidates failed to answer Part (b) of the question accurately because they did not recognize that the question was asking them to focus on the economic effects of the Haitian Revolution on Haiti. Some correctly identified: destruction of Haiti’s infrastructure, disruption of trade, the embargo and the fall of sugar production. Some candidates went on to discuss the social and political effects of the revolution and were not able to earn maximum marks on this part of the question.

For Part (c), the response of candidates was satisfactory. Most were able to state that Haiti was a symbol of hope for other Caribbean territories. Candidates were also able to identify the benefits in terms of the transfer of skills in sugar and coffee production as well as in basketry, but hardly anyone mentioned the increase in the Roman Catholic population in Jamaica. This was by far the most popular question in this section.

Question 7

This question tested candidates’ knowledge of Emancipation in the Spanish territories. It was not a popular question and most responses were very poorly done. Many candidates confused the emancipation movement in the British colonies with that in the Spanish and missed the operative focus on Cuba. They described the British emancipation movement instead of focusing on Spanish efforts hence there was little reference to Cuba gaining emancipation later than the British and French territories. Also some candidates wrote mainly of US intervention, Batista and Castro and a few responses focused on how enslaved men and women responded to enslavement. The bulk of the responses to this question were low scoring.

Question 8

This question tested candidates' knowledge of the operations of the Apprenticeship system. This was a relatively popular question that was fairly well done. Those candidates who did not perform well concentrated on the problems of the Apprenticeship system as they related to the apprentices and not to the challenges faced by the Stipendiary Magistrates in carrying out their duties. Some candidates could not make the connection between the difficulties that magistrates faced with the structure of the Apprenticeship system itself. Additionally, some confused the Apprenticeship system with the Amelioration proposals of 1823. While most candidates were knowledgeable about the problems of the Stipendiary Magistrates, some candidates failed to mention the aims and clauses of the Apprenticeship provisions so there was little focus on the central problems of Apprenticeship. The problem for some candidates was their inability to select the information that was relevant to the question.

Question 9

This question tested the impact of Indian Immigration on the Sugar industry and candidates were required to present their responses in essay format. Most candidates wrote on the cultural and religious aspect of the Indians' contribution to Guyana and the impact of immigration on the Indians instead of how they helped the growth of the sugar industry. Some wrote on the reasons why the immigrants left India.

Some candidates were unable to identify five effects of Indian immigration on the sugar industry in Guyana. A few compared the Indians with the Africans in Guyana. Aside from the misinformation, the essays were not properly organized. Economic effects such as its contribution to an increase in sugar production, a reduction in the cost of production and the improvement in labour prospects which helped in the introduction of new improved methods of production could have been cited.

Question 10

This question tested candidates' knowledge of the peasantry in the Caribbean. Candidates demonstrated basic knowledge of the contribution of the peasantry to the economic development of the British Caribbean.

However, the candidates were not as specific as they ought to have been in their ideas and examples. Some candidates were not clear on the contribution in the area of trading, while many of them made no mention of cooperatives and their contribution to the economy. Although some candidates referred to the peasants as a group of individuals or as the name of a person, most candidates were able to provide a definition of peasants. Some wrote on the social rather than economic contribution of the peasants to the region, again demonstrating a lack of understanding of some basic concepts. Economic contributions were appropriate were the development of an independent economic orientation, diversification of the economy through efforts to employ themselves, expansion of the internal marketing system and the stimulation of inter-island trade. Changes to land use patterns and expansion of settlement and cultivation into new areas was also a contribution to be noted.

Question 11

This question tested candidates' knowledge of the difficulties of the sugar industry. It was a relatively popular question; however some candidates did not pay attention to the time frame given in the question. As a result, they wrote more on the immediate post emancipation period rather than on the later period, which was specified in the question. Some candidates were able to provide up to three difficulties which the sugar industry encountered between 1875 and 1897. These included competition with beet sugar, backwardness and lack of capital. Many emphasized immigration and labour issues. However, most candidates were unable to make reference to the collapse of firms, increased operating costs, falling prices, competition from Cuban cane sugar. Most candidates failed to develop those points they did mention into a critical essay response.

Question 12

Testing candidates knowledge of Caribbean economic development during the period 1875–1985 with reference to industrialization, this was not a popular question and most responses were poorly done. Candidates demonstrated very limited knowledge of this topic and many responses tended to be journalistic and outside of the specified time period. Some misinterpreted the question and discussed it in a general way, rather than relating it to the industrial activities that occurred in the Caribbean during 1875–1985. Some did not seem to understand the meaning of industrialization. Receiving financial assistance from their parents was the main thrust of most of those who attempted the question, rather than on the role of industrialization in the economic prospects of the Caribbean, as the question intended. Most were unable to use the prospects for industrialization as the means to convince their parents to invest. Some wrote about the sugar industry. Most responses lacked both content and analysis and as a result were the lowest scoring of the entire paper.

Question 13

The question required candidates to discuss the economic and political consequences of US investment in Cuba. Approximately 40 per cent of the candidates who attempted this question seemed to have a general knowledge of the economic consequences of US involvement in Cuba, but their knowledge of US political involvement was considerably less. A few were able to discuss the Platt amendment and the embargo placed on Cuba by the US. Despite their knowledge, candidates did not present the information in a structured manner. They tended to provide a vague description of US involvement in Cuba without placing this information in its proper chronological order. Some candidates were not sure which consequences were economic and which were political. The majority of the candidates failed to complete this question and earn high marks. Economic consequences which could have been discussed were job creation for Cubans as a result of US investment and increased trade and infrastructural development. Political consequences included growing resentment by Cubans against American intervention and control and protests and resistance and political instability.

Question 14

This question tested candidates' knowledge of US activity in the Caribbean. Specifically, it required candidates to discuss the political and cultural effects of US involvement in the English speaking Caribbean. Many candidates seemed to have a wider knowledge of the cultural effects than the political ones. While they demonstrated some knowledge of cultural effects of the US they were unable to provide specific examples and where they did, discussions were brief. For example, some candidates stated that a cultural effect of the US on the region was that American music was popular, but they failed to discuss US impact on different types of music or to mention popular music genres that were of US origin, for example, country and western, jazz and rock and roll. Instances of American culture also to be provided should have included food and drink, fashion and clothing and books, films and cinemas.

Some candidates did not heed the question focus on the English speaking Caribbean and made references to Cuba, Dominican Republic and Puerto Rico. Most responses were general and did not specify which points were political and which were cultural. Political effects included the US policy of strengthening the military defense of the region by establishing air and navel bases in several territories and its involvement in pressuring for the removal of the government in Guyana in 1953, as well as its pressure on the Michael Manley government in Jamaica.

Question 15

This question required candidates to discuss the similarities among British West Indian territories which supported the establishment of a federation. The majority of the candidates lost sight of the question. Instead of discussing the similarities among the territories, they focused on factors that gave rise to the federation or to the imposition of federation by Britain on the British West Indies. The candidates seemed to be very knowledgeable on the topic of Federation in general, but their responses did not address the regional similarities that gave rise to the Federation. And as a result these responses could only earn mid range marks. The similarities included a common historical experience and system of government, common social systems, language and services.

Question 16

This question required candidates to discuss the role of either Theophilus Albert Marryshow or Sir Grantley Adams in the formation of the British West Indian Federation. The responses were poor as they lacked knowledge of the work of these individuals. Some were able to give a brief description of the federation and the withdrawal of Jamaica and Trinidad from the federation. Most candidates who attempted this question however, chose to discuss the contribution of Grantley Adams but these responses did not provide details of Adams' specific contribution to the Federation. Scores on this question were very low. Adams' contribution as Prime Minister and his efforts to hold the Federation together despite numerous problems and limited legislative power needed to be discussed.

Question 17

This question, which tested candidate's knowledge of social conditions, required candidates to discuss the social conditions in the British West Indies under the subheadings, housing and health. There is evidence in the responses that candidates possessed some knowledge of social conditions in the Caribbean, however, this information did not include health and housing in any detail. Some candidates focused on areas such as education and working conditions, which were not required by the question, but where their information was strongest. Others wrote about 21st century conditions with their discussions highlighting improvement in these two areas in today's society. There was also considerable repetition of points in the responses. This was a popular question but most candidates were not able to earn marks at the highest level. The responses could have cited the dilapidated condition of houses, with poor ventilation and overcrowding and little privacy. Poor sanitary conditions and high rents, development of slums in town and cities were aspects of the problem. Health issues included inadequate medical services, a shortage of doctors and nurses, wide spread poverty and limited access to clean water which resulted in ill health and disease.

Question 18

This question required candidates to discuss examples of social and political interaction between Hindus and the wider society in Guyana and Trinidad and Tobago. Approximately three per cent of the candidates attempted this question. Many candidates did not seem to understand the expression "social and political interaction" and were unable to make a distinction between these two types of interaction. Some candidates simply discussed the Hindu religion or made comparisons between Hindus in Guyana and Trinidad and Tobago. While some candidates were able to discuss the conflicts Indians experienced in the region prior to the specified period, they did not identify any political interaction between these groups. Scores on this question were low. Instances of social interaction were seen in markets, public schools, public sector jobs and communal activities. Political interaction was evidenced in village leaders, religious leaders who emerged as influential personalities and as leading politicians.

Paper 031 – School-Based Assessment (SBA)

There was some improvement in the quality of the SBA in terms of student performance. There is still too much teacher acceptance of plagiarism which is often rewarded with high grades. Many students are still writing descriptively, without much analysis. Some of the topics approved do not invite analysis.

Paper 032 – Alternative to School-Based Assessment

Candidates' performance on Paper 032 was better this year than in years past, but only a small percentage of candidates managed to score over 50 per cent of the marks. There was one instance of notable improvement in the performance on this paper. Question 5, which carries the most marks, whilst still proving to be challenging to most students was better answered by more students this year than before. Candidates continue to be inadequately prepared to answer specific questions on documentary sources and are still treating the entire paper as a comprehension paper rather than using previous knowledge to answer questions appropriately. Generally, candidates writing this paper display a lack of analytical skills.

RECOMMENDATIONS FOR TEACHERS

While there is evidence of a lack of information in some areas of the syllabus, students should be able to maximize their mark earning capacity using the information they possess. This depends on, strengthening their answering techniques, providing a good understanding of basic terms — such as social, economic, political — and the ability to distinguish between the different categories and careful reading of the questions.

Teachers are therefore encouraged to:

- Place more emphasis on defining categorizing terms so that students understand their meanings.
 - Break down content into social, economic, political and cultural where applicable, to help candidates to write information accordingly.
 - Pay attention to details for example, the time period when each European group came to the Caribbean, the European countries that were directly involved in the Trade in Captive Africans etc.
 - Emphasize the importance of chronology so that individuals, groups and events are discussed in their correct time periods and appropriately referenced. Too many candidates refer to “slaves” in the 20th century Caribbean.
 - Insist that students provide examples and supporting evidence in their responses.
 - Provide more comparative class exercises so that students can appreciate the differences in developments in the Spanish, French, Dutch and British Caribbean and between groups in the territories.
- Encourage students to collect biographical information on significant historical figures and their contribution to regional development. This information is usually available in the national newspapers at the times of independence or other anniversary celebrations/commemorations.
- Infuse debates into classroom exercises.
- Stimulate critical thinking.
- Allocate time for examination preparation during which answering techniques are discussed.
- Utilize past papers and the relevant subject reports to enhance teaching.
- Strengthen essay writing skills with attention to organization, provision of background information and argumentation; format in the case of letters, and perspective in the case of “Imagine” questions.
- Formulate SBA projects that encourage critical writing.
- Be vigilant with regard to plagiarism in SBA assignments.
- Pay close attention to CXC regulations.
- Make a valiant effort to complete the syllabus.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2015

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

**Copyright© 2015 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 consisted of 60 multiple choice items, which tested knowledge and comprehension. Performance on this paper was fairly good.

Paper 02 was divided into three sections: A, B and C. The paper consisted of six short answer and 12 essay questions, testing the nine themes of the syllabus. Each question was worth 25 marks and candidates were required to answer three questions, one from each of the three sections, for a total of 75 marks. Generally, candidates' performance on the 2015 examination fell below the levels expected by the marking team.

Overall, candidates' responses displayed adequate knowledge of the syllabus. The general weakness was their selection of relevant material to provide the required answer to given questions. Many responses were general, not focused and included irrelevant information. On many occasions, candidates ignored the task word(s) in the question and merely stated information when explanations were required, or provided long explanations when lists were required. In many cases, candidates did not read carefully and sometimes misinterpreted what was required. Generally, there is need for more development of essay writing and language skills.

For Paper 031, the School-Based Assessment (SBA), students, guided by their teachers, were required to select a topic and write a project report using the guidelines provided in the syllabus. This year's performance showed improvement over 2014 but there is still much room for improvement.

Paper 032, the Alternative to the SBA, is designed specifically for private candidates. It is a written paper and candidates are required to answer five questions based on a specific theme identified in the syllabus. Although the quality of the SBAs is better than in previous years, the examining committee is of the view that they are below expectation.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 01 assessed the Knowledge and Comprehension profile. Questions were distributed evenly across the objectives of the core with ten questions set on objectives relating to Chronology and General Trends. Performance tended to be fairly good on all topics on the paper. The mean score was 35 marks out of 60 or 58 per cent.

Paper 02 – Structured Questions and Essays

Section A – Theme 1: The Indigenous Peoples and The Europeans

Question 1

This question tested candidates' knowledge of the settlement and migratory patterns of the indigenous peoples of the Caribbean. This was among the unpopular questions in the section.

Part (a) tested both map skills and knowledge of the migration movements of the indigenous peoples. Through the Caribbean. Most candidates were able to identify the groups in their specific territorial locations.

Part (b) required candidates to describe the features of the settlement pattern of any one group. The responses to this part were fair, however, some candidates concentrated on describing the locations of settlements rather than settlement patterns.

For Part (c), candidates were required to explain the factors which influenced the migratory patterns of the indigenous peoples. Some candidates confused settlement movements into America with the Caribbean region and were therefore unable to earn maximum marks.

Question 2

This question focused on the political and economic systems of the indigenous peoples of the Caribbean. It was among the more popular questions in the section. Candidates were knowledgeable about the organization of the indigenous societies and were able to provide acceptable answers.

Part (a) required candidates to give the names for the Taino and Kalinago leaders. Part (b) required them to describe one way in which the lifestyle of the Kalinagos affected their economic practices and Part (c) asked for an explanation of three roles of Taino leaders. Part (d) require candidates to shift focus to general aspects of Mayan society. The main difficulty with the responses to this question stemmed largely from candidates being unable to separate economic from political factors.

Theme 2: Caribbean Economy and Slavery

Question 3

This question assessed candidates' knowledge of the different legs of the transatlantic slave trade. For Part (a), candidates were asked to list ways in which Africans became slaves in Africa. In Part (b), they were to explain ways in which the transatlantic slave trade negatively affected Africa and for Part (c) to examine conditions aboard a slave ship which would have made a slave prefer to be the worst off slave in his own country rather than outside of his country. This was the most popular question and was generally well done particularly Parts (a) and (b). With respect to Part (c), while candidates were familiar with the conditions on board a slave ship, they did not compare these with conditions in Africa as indicated in the question, hence, many of them did not earn maximum marks on this part of the question.

Question 4

This question focused particularly on land use on sugar plantations and reasons for women being engaged in working on the cane fields. Candidates were able to respond adequately to Part (a) which asked them to identify four uses of plantation land other than for cane fields and Part (b) to examine the functions of the land in three of the uses they identified in the previous part of the question. In Part (c), they were not able to adequately explain why so many women were engaged in fieldwork. This, in spite of the fact that the popular textbooks explain that large numbers of women worked in the fields because women constituted a larger portion of enslaved Africans on a plantation and that more enslaved men were allocated to skilled jobs.

Theme 3: Resistance and Revolts

Question 5

For this question, candidates were required to demonstrate their knowledge of maroon settlements in the Caribbean, factors which contributed to maroon development and measures which maroons took to overcome the challenges which they faced.

Candidates could identify the location of large maroon communities in the Caribbean as required in Part (a) but in Part (b), they were not able to provide an acceptable explanation for the term was *maritime marronage*. Most candidates simply provided a general definition of marronage. In Part (c), candidates were generally able to explain the factors which contributed to the development of maroon communities in the Caribbean but in Part (d) some encountered problems separating the measures taken

to overcome the challenges maroons faced from the factors which contributed to the development of maroon societies. Such candidates wrote information that was more appropriate for Part (b) than Part (d) and did not earn adequate marks in this section.

Question 6

This questions required candidates to demonstrate their knowledge of the social groups which operated in St Dominique. This was the least popular question in the section.

Candidates were generally able to identify the social groups in St Dominique as required in Part (a). In Part (b), however, many were unable to identify two groups that fought against the revolutionaries. Many could only give the response, *the white planters*.

In Part (c), most candidates could explain three factors which led to the rebellion in St Dominique but in Part (d) some gave causes which contributed to the success of the revolutionaries rather than factors as required.

Section B

The responses in this section were required to be presented in essay format and the majority of candidates complied but the major weakness in the responses was related to lack of proper organization. Paragraphing was usually ignored and many responses lacked a proper introduction and conclusion. Another weakness was the failure to develop points. Some candidates simply wrote one point, usually in a sentence, with no attempt to provide any further explanation.

Theme 4: Metropolitan Movements towards Emancipation

Question 7

This question tested candidates' knowledge of what the nineteenth century revolts contributed to the abolition of enslavement in the British Caribbean. Although it was the most popular question in the section, the responses, for the most part, were poorly presented. Most responses provided reasons why the enslaved Africans rebelled with emphasis on the harsh treatment they received. Many candidates named specific rebellions more commonly Bussa 1816, Demerara 1823, and the Christmas rebellion of 1831. In some instances, the negative impact of these rebellions on life and property were discussed but candidates failed to address how these rebellions caused the humanitarians and other groups to accelerate the push for abolition. As a consequence, most responses to this question received low scores.

Question 8

In targeting candidates' knowledge of the Emancipation Act, this question required them to discuss the benefits the Act offered to both planters and enslaved African men and women. Although this was the second most popular question in the section, many candidates performed poorly on the question. In some instances, candidates only mentioned one benefit to either planter or enslaved. Most provided too much background information on the process leading up to the Emancipation Act, leaving them little time to discuss the Act itself which is what the question required. A few candidates erroneously focused on the Amelioration proposals discussing mainly the removal of flogging of women.

Theme 5: Adjustments to Emancipation, 1838–1876

Question 9

This question tested candidates' knowledge and understanding of the sugar industry, with specific reference to Jamaica or Guyana between 1838 and 1854, in relation to labour, capital, technology and free trade. Candidates were asked to present their responses in the form of a journal article. This was

among the more popular questions and some candidates gave good responses. Those who did not perform well provided a general response on the problems of the sugar industry with little reference to the specifics relative to either Jamaica or Guyana. Generally, candidates showed little knowledge of the free trade issues affecting the sugar industry.

Question 10

This question tested candidates' knowledge of the attitudes of landowners/employers and freed men and women in Barbados during the immediate post-emancipation period. The question specifically requested that candidates write from the point of view of the Governor of Barbados and address their responses to the Colonial Office. For the most part, the responses reflected a lack of knowledge of Barbados during the period and focused on the severe labour shortage which characterized some of the larger British Caribbean territories. The majority of candidates inaccurately stated that the freed African men and women in Barbados left the plantations in droves to establish free villages and to squat on crown lands. Some candidates' responses indicated that they were unclear as to the meaning of *attitude*.

Theme 6: Caribbean Economy, 1875–1985

Question 11

This question required candidates, from the point of view of the manager of an estate in the Windward Islands during the period 1875–1900, to explain five factors which led to a gradual decline of the sugar industry. They were to focus their answer on environment, technological backwardness, and competition from beet sugar producers. This question was among the least popular in this section. Of the candidates who responded to the question, some assumed that Barbados belonged to the Windward group and wrote about that island. Some ignored the specified headings and wrote about labour shortage, lack of capital without relating this to technological backwardness and free trade. Most responses to this question received low scores.

Question 12

This question set candidates the task of discussing the impact of the development of the oil industry on Trinidad and Tobago in the 1960s and 1970s with reference to occupations, women and the standard of living. This was the least popular question on the paper and was extremely poorly done despite the fact that it was a repeat question from the 2014 examination. While some candidates asserted that the oil industry was good for the country, they failed to name specific areas of benefit, made no references to occupations and women, neither did they discuss economic benefits to individuals and country.

Section C

Theme 7: The United States in the Caribbean, 1776–1985

Question 13

For this question, candidates were asked to discuss three measures adopted by Castro to consolidate the Cuban revolution and to discuss two ways in which he opposed the US. This was by far the most popular question in this section with marks earned ranging between 19 and 25. However, there were some candidates whose responses indicated that they did not know the meaning of the word *consolidate* so their responses began with Castro's three attempts to oust Batista and continued into a detailed description of the course of the revolution without really answering the first part of the question. Most were able to answer the second part of the question which was directed to Castro's opposition to the US. A few read the question wrong and wrote about how the US opposed Castro.

Question 14

This was the second most popular question in this section. Candidates were required to discuss three ways in which the US used its political influence and two ways in which it used its economic influence to prevent the spread of communism in the Caribbean between 1962 and 1985. A few candidates read the question carefully, paid heed to the timeline and recognized that the response required them to discuss Grenada, Guyana and Jamaica. Unfortunately, the majority of attempts at this question ignored the specified time period, 1962—1985 and included a great deal of irrelevant data. A large number of candidates ignored the word *Caribbean* and wrote exclusively on Cuba, focusing on US attempts to get rid of Cuba and communism in Cuba rather than discussing US attempts to prevent the spread of communism in the Caribbean.

Theme 8: Caribbean Political Development up to 1985Question 15

This question examined candidates on economic and political factors which contributed to the failed attempt to unify the Windward Islands in the 1870s. It was among the least popular questions in this section and the one with the weakest responses. Most candidates attempted to use the information on the West Indies Federation to explain the situation in the Windward Islands Federation, even referring to Jamaica as the reason why the Windward Federation failed. Others ascribed the failure to both Jamaica and Trinidad indicating a lack of knowledge of the Windward Islands Federation. Only a few responses indicated that candidates had adequately prepared themselves to answer a question on this topic.

Question 16

For this question, candidates were assessed on their knowledge of the contribution of Caribbean personalities to the national and regional integration movement. In particular, they were asked to choose from Vere Bird, Michael Manley or Eric Williams. Again this was among the least popular questions. Most candidates selected either Manley or Williams and a few wrote on Vere Bird. Many responses elaborated on Williams' or Manley's role in the failure of the federation rather than their contribution to regional integration. In other responses, candidates merely listed the institutions created by either Williams or Manley along with the fact that they fought for independence. Most responses were devoid of relevant details and accurate analysis.

Theme 9: Caribbean Society, 1900–1985Question 17

This question tested candidates' knowledge of the initiatives taken by either government or the trade union movement to improve social conditions in the Caribbean. This was the second most popular question in this section. Candidates with an awareness of the history of trade unions were able to highlight the achievements and received passing grades. The weak responses came from those who ignored the 1985 cutoff date and included modern trade union measures. Some candidates, who did not read the question carefully, wrote on the measures used by both the government and the trade unions when the question specified one or the other.

Question 18

This question tested candidates' knowledge of the reasons why some sections of Caribbean society were reluctant to participate in festivals and celebrations in the region and factors that contributed to a change in their attitude. Again this question was unpopular. For some candidates, the word *reluctant* posed a challenge. Their responses focused on the reasons why some members of the society participated in the festivals and celebrations or their explanation was that they could not afford it. A number of candidates

focused on race/ethnicity and religion as the reasons but they gave illustrations of each of the races or religions as separate points not recognizing that these were extensions of the same point. The explanations offered for the change in attitude were for the most part generalizations. They lacked historical context and specifics. One such example is ‘they became friends’. The scores on this question were in the lower end of the range.

Paper 031 – School-Based Assessment (SBA)

Although there was some improvement in the quality of the SBA, the evaluation of the examining committee is that student performance is still generally mediocre. There was still evidence of plagiarism and in too many instances these were rewarded with high scores at the school level. It was also evident that there was less ‘book’ plagiarism, but more ‘Internet’ plagiarism. It is apparent that teachers are not recognizing instances of the latter.

Students are turning in SBAs redolent of descriptive rather than analytical work. This is resulting from the fact that some of the topics set/chosen do not invite analysis. Other weaknesses revealed during the marking exercise are:

- Students seemed unsure of what was required for the rationale.
- The term *collection of data* seemed to be misunderstood by both students and teachers.
- Several students used the mark scheme criteria as their headings for chapter or sections of their assignment.
- Language and expression skills were poor and in many cases words were used in the wrong context.
- Some of the topics chosen for the SBA were too general and wide. Students needed to narrow their topics to focus on a manageable area for study.
- In many cases the formal structure of the assignment did not conform to the guidelines for the Caribbean History SBA; rather many samples conformed to that for Social Studies.
- Many of the assignments were not posed as research questions as is required.

Paper 032 – Alternative to School-Based Assessment (SBA)

While the performance on this paper showed some slight improvements this year, candidates’ responses demonstrated that they had difficulties with the source based questions. It is evident that most of them did not adequately prepare themselves to answer this type of question. In most cases, the responses treated the questions as if they were in reference to comprehension passages. The resulting responses did not usually earn many marks.

Question 1

This question required candidates to identify economic activities peasants in the Caribbean used to sustain themselves after emancipation. Most were able to identify three such economic activities.

Question 2

This question focused on one of the source materials and the views expressed therein. Some candidates had difficulty identifying the group and, consequently, were not correct in outlining the factors which explained the difference in the views.

Question 3

This question focused on the characteristics common to Caribbean peasants as expressed in all the sources. Many candidates were able to identify the characteristics but there were some who considered trade as a factor although it was presented in the sources as an activity of specific territories. While it was gratifying to see that some candidates were able to respond correctly and fully to Part (b) which

required them to identify evidence from three other source which contradict a statement in Source II, there were many who could not do so. Some obviously did not understand the meaning of the word *contradict* and others did not seem to understand the question.

Question 4

This question required candidates to use the information from the given sources to say how peasant farming contributed to the Jamaican economy at the time. There were only a few acceptable answers to this question as most candidates were unable to interpret the table.

Question 5

This question assessed candidates' knowledge of the obstacles which freed slaves faced in their quest to establish themselves as independent peasants. Many candidates were able to earn marks on this question. A fair proportion of them demonstrated that they were knowledgeable about these obstacles.

RECOMMENDATIONS

Paper 02

Teachers are advised to:

- Emphasize for students that in the discipline of history, timelines and time periods are very important to the interpretation and answering of questions.
- Provide as many opportunities as possible for students to develop essay writing skills.
- Ensure classroom coverage of the entire syllabus.
- Train students in the techniques of answering questions under examination conditions so that they can earn marks appropriate to the knowledge they possess.
- Remind students continuously of the need to use terms appropriate to specific time periods to refer to particular groups of people in the Caribbean, for example, enslaved up to 1834, apprentices 1834–1838, freed men and women/peasants after 1838, free coloured up to 1829.
- Ensure that students appreciate the differences between History and Social Studies and present information in accordance with the historical method of investigating.

Paper 032

- In order for performance on Paper 032 to be improved, candidates should:
 - Ensure that they acquire the skill to answer source based questions.
 - Practise answering questions under examination conditions.
 - Read questions carefully and follow the instructions given.
- Candidates are reminded that the marks allocated to questions provide an indication of the length of the expected answers. The higher the mark the more detailed the answer should be. One line answers are inadequate for questions allocated more than two marks.

Further Comments

This year's performance has demonstrated the need for candidates to spend time reading questions carefully and thinking out responses before attempting to write. Some candidates reduced their ability to earn marks because of misreading questions and/or ignoring parts. There was also evidence of a lack of comprehension of commonly used terms and an information deficit on some topics which must be remedied in order for performance levels to be improved.