

FINAL MARK SCHEME

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CONFIDENTIAL
June 2002

GCE A LEVEL

MARKING SCHEME

MAXIMUM MARK : 100

SYLLABUS/COMPONENT : 9697/06

HISTORY
Paper 6

IMPORTANT NOTICE

Marking schemes have been issued on the basis of ONE copy per Assistant Examiner and TWO copies per Team Leader.



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

GENERAL MARKING INSTRUCTIONS

1. Marking scheme provides an outline of possible answers. Credit all acceptable material.
2. The marking scheme for the source-based question (Question 1) contains descriptions of marking levels. For the essay questions (Questions 2-8) the general band descriptions are included after this page.
3. When working, please indicate where material is being given credit, and irrelevant or wrong material. Brief comments on questions which are difficult to assess will be helpful.
4. Check and record marks carefully in accordance with the instructions.
NB Assessment Objectives.
5. Question 1, candidates will be expected to evaluate and interpret source materials as historical evidence and demonstrate facility in their use.
6. Marking Bands on essay questions on Page 2 of Marking Instructions. Questions 2-8, candidates will be expected to:
 - (1) Demonstrate an understanding of the complexity of issues and themes within a historical period;
 - (2) Distinguish and assess different approaches to, interpretations of, and opinions about the past;
 - (3) Express awareness of historical concepts such as change and continuity, cause and effect in the past;
 - (4) Present a clear, concise, logical and relevant argument.
7. Examiners should follow procedures in 'Examiners' Instructions'.

ADVANCED LEVEL HISTORY: MARKING BANDS FOR ESSAY QUESTIONS

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of mark within the band will depend on the quality of the analysis and the amount of supporting information. Essays in Bands 1-3 will clearly be question-focused, whereas answers in lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1-3; this must also be accompanied by sufficient accurate, relevant supporting material.

Band **Marks** **Quality of the answer**

- | | | |
|---|-------|---|
| 1 | 21-25 | The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument. The best answers must achieve 25 marks. |
| 2 | 18-20 | Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate. |
| 3 | 16-17 | Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate. |
| 4 | 14-15 | Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively. The writing will usually be accurate. |
| 5 | 11-13 | Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors. |
| 6 | 8-10 | Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses. |
| 7 | 0-7 | Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points. |

CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Advanced Level

HISTORY 9697

MARK SCHEME

GENERAL MARKING INSTRUCTIONS

Examiners should refer to the CIE booklet 'Instructions for Examiners' for detailed guidance.

1 THE ASSESSMENT OBJECTIVES

The Assessment Objectives are as follows:

- (a) the ability to make effective use of relevant factual knowledge to demonstrate the understanding of an historical period or periods in outline and of particular topics in depth;
- (b) the ability to evaluate and interpret source material as historical evidence and to demonstrate facility in its use;
- (c) the ability to distinguish and assess different approaches to, interpretations of, and opinions about the past;
- (d) the ability to express awareness of change and continuity in the past;
- (e) the ability to present a clear, concise, logical and relevant argument.

2 GENERAL GUIDE TO THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF STANDARDS

Each answer should be marked bearing in mind the Assessment Objectives stated above and the following basic criteria:

- (a) the **relevance**, accuracy and quantity of factual knowledge;
- (b) **effectiveness of presentation**: the ability to communicate arguments and knowledge in a clear, orderly fashion with maximum relevance to the question set. The clarity and general quality of English will influence an examiner's assessment as candidates whose English is so weak that they cannot express their meaning and arguments will automatically penalise themselves.

Examiners with scripts which may be in the candidate's second language must be particularly vigilant against penalising candidates over and above a self-imposed penalty.

- (c) evidence of the exercise of **informed historical judgement** and of the **awareness of historical context**.

It is not intended that examiners should attempt to isolate these qualities and reward them separately because they are inter-related. Their proper application will mean, for example, that long answers crammed with detailed knowledge will not be rewarded highly if the knowledge is not effectively applied and the answers show a lack of historical judgement. Conversely a convincingly argued, highly relevant and perceptive answer may be well rewarded although based on less overtly expressed knowledge.

All essay answers should be marked in such a way that the final mark awarded is a true reflection of attainment in the Assessment Objectives. Different answers awarded identical or similar marks may display

very different combinations of qualities and marking therefore should be responsive enough to reward answers which demonstrate different combinations of argument and historical knowledge. However, in almost all cases, the generic mark bands and the question-specific mark scheme will provide guidance to examiners on the appropriate marks to be awarded. Examiners should seek the advice of the Principal Examiner about highly unusual approaches to a question.

3 GENERIC MARK BANDS FOR SOURCE QUESTION AND ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

In bands of 3 or 5 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands of 2 or 4 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Sources question: The generic mark bands are given in marking notes for the specific question.

Essay questions: Examiners will apply the generic mark bands below when interpreting the question-specific marking notes and awarding marks.

Band	Marks	Levels of Response
1	21-25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material. Ideas will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18-20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate.
3	16-17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14-15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively. The writing will usually be accurate.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics

within the answer will be unbalanced. The writing may show accuracy but will contain frequent errors.

- 6 8- 10 Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weakness.
- 7 0- 7 Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

4 QUESTION-SPECIFIC MARK SCHEMES FOR INDIVIDUAL ANSWERS

The notes on individual answers are not intended to give a 'correct' or complete answer. They are, rather, suggestions of what to look for and how to deal with different interpretations. They are based on the Principal Examiner's anticipation of likely responses. If in doubt about a particular answer, examiners should consult the Principal Examiner. The most important principle for examiners is the application of the generic mark bands.

5 ASSESSING NOTES AND INCOMPLETE ANSWERS.

Every answer must be marked individually and without reference to the others, with one possible and infrequent exception. Where three questions have been answered fully and well (perhaps at too great length), an incomplete answer may be marked a little generously at the discretion of the examiner, **where it is considered that there is evidence in the incomplete answer that the candidates would normally have completed a more successful argument.** When this discretion is exercised, the examiner must make a note at the end of the answer and on the front of the script for the benefit for anybody who may scrutinise the script later in the standardisation and reviewing stages. A maximum allowance of +2 is envisaged.

Throughout the mark bands, essays which are very largely in continuous prose form but which are completed by notes may be awarded marks in one band lower than that normally awarded. Purely note form answers which show sound relevance, structure, understanding and sufficient knowledge can be awarded marks up to Band 4 (14-15 marks).

6 POSITIVE MARKING

Examiners should be positive in awarding marks for what is written without being influenced too much by omissions. The marks should represent what the candidates have accomplished and even the most successful answers may have omissions which could have been rectified if the candidates had been allowed a longer period of time. Examiners must not 'penalise', i.e. subtract marks from what answers are otherwise worth. Candidates penalise themselves by failing to gain marks, e.g. for accuracy and relevance. However, the question-specific mark scheme gives guidance on significant omissions, which affect the quality of the response to the question, and to which ceilings should therefore be applied.

9 USE OF THE MARK RANGE

Examiners should use the full mark range. It is important to spread the range of marks to avoid bunching the candidates and to ensure that scripts are ranked in order of merit. This is not an invitation either to be generous at the top or to undermark at the bottom but is a reminder that all of the mark bands are available, to be used appropriately. **It is important to be consistent across the whole range of marking.**

When things go wrong, it is usually for one of two reasons: either an examiner may play safe and bunch marks around the middle, or an undue severity may creep in because examiners look for omissions and errors rather than rewarding what has been written.

10 MARKING SCRIPTS

Assistant examiners *must* mark in red.

It is important that significant errors are crossed out. A wavy line in the margin is the usual sign for irrelevance; an omission sign is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Similarly ticks or brief comments should be used to indicate sound points or knowledge and double ticks for a point particularly well made.

***** Each page should bear at least a tick or the examiner's initials to indicate that it has been read. However, good practice should avoid a sequence of pages with only a tick.**

The marks for answers should be ringed in the right-hand margin at the end of each question.

Please do not alter a mark other than by crossing it out and inserting the correct mark, initialling it.

Comments on scripts

A comment at the end of an answer must reflect mark bands in the assessment criteria. It is helpful to draw words from the Mark Scheme. It is worth remembering that the purpose of the symbols and comments is not only to help examiners to arrive at a fair mark but also to indicate their thinking to reviewers. This will help others who may review the script to understand how the examiner's mind has been working and is as important when a paper has one examiner as when it is marked by a team of examiners.

There are specific stages when comments and other evidence of marking are useful, such as the Grade Review Meeting, and appeals. When writing comments, care must be taken to achieve an appropriate balance between critical and positive points.

Examiners should use a professional, business-like and straightforward style.

Always use:

- reference to the assessment objectives and / or mark bands;
- reference to 'the answer' or the third person, not 'You...';
- reference to creditable points and major gaps which affect assessment.

Always avoid:

- derogatory terms e.g. 'rubbish', 'shoddy', 'appalling', even though examiners may consider such terms to be justified;
- humour, interjections or jokes e.g. 'Oh?';
- comments which reflect uncertainty about a mark e.g. 'I am not sure ...', 'This might be worth...'. Uncertainty should be resolved in discussion with the Principal Examiner.
- comments which indicate that handwriting affects the mark. Examiners should either ignore poor handwriting or, if it is illegible, send the script to the Principal Examiner.

It may be appropriate to make general comments about matters such as:

- use of time;

- length of answers;
- presentation and use of language;
- rubric infringements;
- the extent to which the candidate demonstrates knowledge and understanding of the syllabus material.

Do **not** make:

- any comments on how you perceive teaching may have been carried out;
- any criticism, whether actual or implied, of the centre's teaching staff;
- any reference to other answers whether by the same or by another candidate e.g. 'another poor answer to this question', 'not as good as XXXX's essay';
- any comments on the candidate's preparation or potential e.g. 'should have revised more fully', 'may do better on the other paper'.
- any comments about the difficulty of the questions or syllabus content or policies of CIE. These should be made in the reports to CIE at the end of the examination process.

11 RUBRIC INFRINGEMENTS

If a candidate answers more than the specified four questions, all must be marked. The four highest marks should be awarded and included in the total for the script. The marks of any other answers should be reduced to 0 and a clear note of explanation made at the end of the prohibited answer and on the first page.

When candidates are required to answer a source-based question and fail to do so but answer only three essay questions, this is not a rubric infringement. The three essays should be marked and the total awarded to the script. If candidates do not answer the source-based question and answer four essay questions, it is a rubric infringement. All of the essays must be marked. The three highest marks should be awarded and included in the total for the script. The marks of any other answer should be reduced to 0 and a clear note of explanation made at the end of the prohibited answer and on the first page.

It is not a rubric infringement to fail to answer sufficient questions but it is helpful to write an explanatory note on the first page of incomplete scripts.

If several candidates from a Centre are guilty of a rubric infringement, the Principal Examiner and Subject Officer at CIE should be informed.

Very occasionally, examiners will find examples of offensive or disturbing material. The CIE booklet 'Instructions to Examiners' offers guidance to examiners.

Notes such as 'Run out of time', 'Left examination early' which are written on scripts by invigilators or candidates should be ignored and the answers marked normally.

12 ENTERING MARKS ON THE MARK SHEETS

Examiners should ensure that:

marks for individual answers are transferred correctly to the grid on the first page;
the marks for individual answers are totalled correctly;
the total mark for the script is transcribed correctly on the mark sheet;

a Checker checks that the recording, addition and transfer of marks to mark sheets has been accurately undertaken but the prime responsibility for all accuracy remains with the Examiner.

13 INCLUSIONS FROM CENTRES

If centres include material such as requests for special treatment for candidates, explanations of additional time awarded or complaints, the scripts should be marked normally and the additional material sent to CIE.

14 REPORT ON THE MARKING OF SCRIPTS

As soon as you have finished your marking, complete the Assistant Examiner's Report Form and send it to the Principal Examiner. The forms provide useful evidence in the preparation of the Principal Examiner's report.

15 OVERALL

Please keep up to date with marking and observe the dates given for the despatch of materials. If you are unable to do so for any reason, please inform the Principal Examiner and CIE as soon as the *difficulty* becomes apparent.

Please return all scripts promptly to CIE. Many will be needed for the Grade Award and Grade Review Meetings which are held soon after the completion of marking.

It is advisable to follow a regular timetable when marking, avoiding the need to mark a large number of scripts in a limited time or when fatigued.

All marking must be done in private and the confidentiality of the examination must be preserved.

If in doubt, consult the Principal Examiner, then the Subject Officer.

MARKING SCHEME 9697/6 'A' HISTORY (CARIBBEAN) JUNE 2002

1. INDIAN IMMIGRATION

'The use of Indian immigrant labour was a success.' How far does the evidence of Sources A-E support this statement?

L1 WRITES ABOUT HYPOTHESIS, NO USE OF SOURCES [1-5]

[use of sources involves identification of a source by letter or a direct quote in order to test the hypothesis. Merely writing about issues covered by the sources is not source use]

Answers will be about immigration but ignore the terms of the question by not using the sources as information or evidence to test the hypothesis. Include in this level answers which use information taken from the sources but only in producing a general account, without direct reference to the sources.

L2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE OR SUPPORT THE HYPOTHESIS [6-8]

These answers use the sources as information rather than as evidence i.e. sources are used at face value only with no evaluation / interpretation in context.

Yes because advantages of immigration to planters and total production are stated in Source A. Sources C and E also give support.
or No because sources B and D describe suffering and hardship.

L3 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE AND SUPPORT THE HYPOTHESIS. [9-13]

Challenge using Sources B and D: support using A, C, E. All groups gained but not necessarily all individuals.

L4 BY INTERPRETING / EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE OR SUPPORT THE HYPOTHESIS [14-16]

Considering Sources B and D doubts are cast on the benefits of immigration. Source B points to difficulties for some immigrants: the writer is in BG but not an immigrant who might exaggerate: points to issues, costs, disease, but also to advantages for some. Source D is by a government official, investigating, anecdotal, is he biased?, aware of details. (See L5 on support for hypothesis).

Use this band if challenge or support is evaluated and put in context

L5 BY INTERPRETING / EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE AND SUPPORT THE HYPOTHESES [17-21]

These answers demonstrate understanding that testing a hypothesis involves attempting to confirm and challenge the hypothesis and are capable of using sources as evidence to do this (both confirmation and opposition are done at this level) e.g. Level 4 as illustrated plus:

The evidence and background in Sources A, C and E suggest that considerable advantages were brought by immigration. Source A from Governor, Lord Harris, writing at a time of difficulty when immigration was resuming: deals with issues that a governor would be expected to deal with, production, incomes, exports, also he had been involved in the debate about resuming immigration. Comments should be well based but may be less aware of details. Source C gives a generalised, rosy picture (living conditions, health, wages, comparison with India. Does not deal with daily matters as Source D does). Similarly happy picture in Source E, is it a one-off, anecdotal experience which may not have been common, but does illustrate possibilities for individuals.

L6 AS LEVEL 5, AND

(a) EXPLAINS WHY EVIDENCE TO CHALLENGE OR TO SUPPORT IS BETTER / PREFERRED (I.E. A COMPARATIVE JUDGEMENT ON WHY SOME EVIDENCE IS BETTER AND OTHER EVIDENCE IS WORSE.

(b) OR RECONCILES / EXPLAINS PROBLEMS IN EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED. [22-25]

NOTE that this level builds an extra element into what is expected for Level 5.

For (a) the argument must be that evidence for challenging / supporting is better / preferred i.e. not just why some evidence is better but also why some is worse e.g. Sources B and D could be seen as more biased, opinionated, looking for points to criticise e.g. use of language in Source D and is the writer affected by criticisms and problems of immigrants (may be trying to create an impression rather than being unbiased observer). By comparison A seems more factual, E though anecdotal does put points for and against (loss of contact with India and its culture compared to ownership and wealth). C however is one sided and how much does the writer know about India?

For (b) responses include all Level 5 answers which use the evidence to modify the hypothesis (rather than seeking to support / contradict) in order to improve it e.g. that no single argument is dominant, that A, C and E do not contradict B and D which offer correctives to a view that immigration had welcome consequences exemplified by the concerns of the Indian government about conditions late in the period (exemplified by Comin's visit) and elements in Sources B and D.

How important was humanitarian campaigning in bringing about slave emancipation in the West Indian colonies? (You should illustrate your answer from two or more European countries).

Generally, use up to band 4 if only illustrated from British West Indies; possible use of band 3 in some cases. Answers should attempt multi-causal approach and illustrate widely on similarities and differences across a range of example territories.

- Humanitarian campaigning was an element in the emancipation process in Britain, France (1848) and Netherlands. Less obvious in Haiti (though revolutionary ideas, Société de Amis des Noirs), Danish and Spanish (Puerto Rico and Cuba) experiences.
- Allow up to band 3 if response consists of detailed/thoughtful work on humanitarian campaigns (max 17).
- How important . . . ?
 - (1) possible influence on governments, details, timing.
 - (2) not the only factor - economic, social, fear of revolt.
 - (3) situation varied by countries.
- British emancipation
 - (1) Longer term factors affecting production, plantations, trade etc.
 - (2) 1830-33 involved not only anti-slavery agitation but Jamaican Revolt and parliamentary reform.
- France - similar pattern to Britain
 - (1) some points about economic conditions.
 - (2) overcoming political opposition - 1848 Revolution.
 - (3) Schoelcher and anti-slavery agitation.
- Netherlands
 - (1) decline of plantation economy: planters waiting for compensation issue to be dealt with.
 - (2) 1848 slaves in St. Maarten, Saba, Eustatius freed themselves.
 - (3) changes in constitution, Liberal Party, determined compensation
1863: Society for the Promotion of the Abolition of Slavery.
- Haiti: mingled French Revolution (slavery abolished 1794) and role of violence.
- Spain slower to end slave trade and slavery.
- Denmark (St. Croix).

Answers which weigh factors should be suitably rewarded.

Mark out of 25

Why did the apprenticeship systems in British and Dutch West Indian colonies turn out to be unsuccessful?

If there is no reference to Dutch, it would be difficult to award anything above band 4 (max 15) as this Idea of apprenticeship would not reflect 'a clear understanding of the question', part of the definition of band

- not practical, contradictory, neither slave nor free.
- for sugar planters: a transition period, time to adjust: ensure labour supply etc.
- for ex-slaves also time to adjust, wage bargaining etc. but difficult to accept.
- briefly to provide peaceful transition, train freed people as free citizens, avoid ruin of the sugar industry.

In British West Indies

- Act itself was cause of difficulties e.g. stipendiary magistrates, distinction between domestic and field workers.
- planters exploited system, 'squeeze last juice'.
- apprentices' resentment: growing objections especially about date of ending.
- by 1837-8 activities of critics (Sturge and Harvey): campaign in England: question of classification of artisans: possible violence: some planters thought ending would reduce their expenses: local action to end in 1838 encouraged.

In Dutch colonies (especially Surinam)

- Dutch slave system decaying since 1848: apprenticeship came late - 1863 apprenticeship of 10 years for those aged 15-60 years.
- many slaves had already left estates: some planters had sold equipment but retained slaves for compensation money: slave migration to nearby non-slave areas: Surinam to Guianas; St Maarten to St Martin.
- apprentices bound to same work 'in a plan similar to the unsuccessful English plan of emancipation.'
- details of apprenticeship complex, slaves to work on plantations etc as applicable but able to choose who to work for, and register. Some chose to work on small farms (avoid plantation work): apprentices found ways round system e.g. move to town or refused to sign contracts: 'seemed like slavery in disguise'.
- employers' complaints: some lost most reliable workers: low efficiency: production dropped.
- by 1870 turning to idea of Indian immigration (talking to British about Indians). (I believe that there were changes within the system too.)

Summary: details of systems caused problems: both planters and apprentices had complaints: though there were variations from place to place, it didn't seem to solve those problems it was designed to deal with.

Why was the labour of freed people often unsatisfactory to employers after emancipation?

The question is worded in broad terms. The marking scheme below outlines a likely approach. Reward other approaches appropriately. N.B Wording of question: 'after emancipation'. This is important.

The major problems were caused by the differences of expectations of plantation owners and ex-slaves. The particular demands for labour on sugar plantations formed an ever present background.

Planter's expectations

- that sugar production would continue.
- that labour would be available in sufficient quantity and be reliable (willing to work much as under slavery).
- that it would be possible to hold workers on estates and that they would work on the estates where they lives (5 days a week in Barbados).

Freed people's expectations

- that they would enjoy the choices which went with freedom, of when to work, where to work or not to work (women) on plantations etc.
- that they should continue to live on estates, occupying homes and grounds.
- that they should bargain for wages, choose employers etc.

The clash of expectations

- employers complained about labour shortage, lack of regular labour.
- employers used varied tactics - coercive and conciliatory.

Varied situations

- different situations - livestock, logging.
- high wages in Trinidad and Guyana: immigrants introduced wage competition.
- loss of plantation labour e.g. in Jamaica labourers worked very irregularly: 1844 estimate only 30% of ex-slaves on plantations.
- in high density areas (Barbados) planters control greater: lack of alternatives plus coercive measures.
- led to widespread search for alternative labour - immigration.
- exploration of off-estate opportunities.
- problems shared with e.g. French sugar colonies, Puerto Rico, Cuba.

In Puerto Rico, complaints about lack of regular and disciplined work: ex-slaves abandoned haciendas.

(Allow some reference to apprenticeship etc. within wider considerations.)

Examine the circumstances which facilitated the establishment of peasant farming in the Caribbean in the period after emancipation.

* Two points to note from the question (1) no specific date references: could include Haiti and material to the end of the syllabus: (2) concentrates on factors favourable to peasantry.
(emphasis in question)

May expect some definition; 'peasantry comprises subsistence producers who cultivated their own land but who on occasions performed labour for cash . . . used family labour'.

* Peasantry developed in all Caribbean territories – Haiti, British, French, Dutch and Danish colonised territories. Topics could include

- * • Significance of emancipation itself
- availability of land: Jamaica, French Guiana, abandoned estates, mountainous interiors: Barbados provided little opportunity.
- over time: need to accumulate capital to buy land: growth in BWI 1839-60 (part-time work on estates).
- land acquisition possible because of determination of peasants, planters who were willing to sell land (e.g. post 1847), ex-slaves practiced thrift and industry to accumulate purchase money.
- debate on 'Flight from estates' includes push factor of planter / master attitudes.
- developments in agriculture and commerce - cash crops and exports.
- attitudes and skills of ex-slaves - 'throughout the period after emancipation there is overwhelming evidence of a desire to acquire portions of surplus land, estate land not cultivated and crown land', ex-slaves overcame obstacles placed in their way by planters. 'Most of those in flight from plantations only possessed one skill, cultivation'.
- Guadeloupe, small proprietorships grew, squatting, abandoned land, 'desire to take full advantage of newly found independence' despite government action.
- Haiti - Petion: Santo Domingo (Boyer) etc.

Mark out of 25

Why did the proportion of West Indian sugar exports produced by British colonies decline after 1846?

This question may produce a variety of approaches. It is based on comparative decline: note that comparisons (with Cuba for example) may be woven into the answer rather than being treated as a separate section: rise in world consumption may be included.

The British West Indian sugar industry was older, exhaustion of soils, lack of innovation, credit problems, geographical factors. It had suffered blows (1807, 1833, 1846) from Britain: particular relevance of SDA in this context, Jamaica etc. badly affected but others rising production (Barbados, BG and T). There was a drop in sugar prices - production increased (1839-46 to 1857-66) but 6% loss in income. 25% drop in sales of sugar in UK market after 1870. Declining numbers of estates.

There were variations by area within BWI: Barbados, Demerara, Trinidad increased production: Antigua and St. Vincent holding ground: Jamaica and Grenada in decline (NB Jamaica sometimes taken as typical). These variations were based on size, population, soils etc. Lack of headway in some areas of technology (centrals, steam power, less capital investment than in Cuba).

Competition of low cost producers (and beet sugar late in period): Cuba, Brazil, Puerto Rico and the east): access to markets after 1846 etc.

Rise in production in Cuba may be a major aspect of answers. (after 1870 especially, but even before a major rival): had virgin soils, latest technology, railways, amalgamated factories - new ones after 1870: US capital and market. 'Competition of 19th Century methods with those of 18th Century': confident that large profits could be made from sugar. 1859 producing 350,000 tons (c50% of Caribbean production).

1894 producing 1,050,000 tons (over 66% of Caribbean production).

Though the question is based on West Indian comparison mention may be made of competition both from other cane producers (India, Mauritius, Fiji) and beet sugar. Credit if relevance displayed (competition in UK/European markets from beet sugar). Search for new markets e.g. US and Canada (Barbados wet sugar to Canada).

Mark out of 25

Do not over-reward those candidates who explain in terms of an absolute decline (not factual) of the British West India exports (e.g. probable max. of band 4), but also give credit to wider Caribbean material and to candidates who pick up the significance of the word 'proportion'.

In what ways and with what success did those in authority attempt to influence the labouring classes in the Caribbean after 1838?

Based on Section VI of the syllabus: three main themes seem pertinent.

(1) Role of race/racism and colour in post Caribbean societies. (2) education, (3) culture and cultural imperialism.

Question contains two elements - In what ways and with what success . . .? Emphasis on labouring classes.

- role of race/racism and colour in post slavery Caribbean societies.
- dominance of whites in government/law making - use of laws to keep ex-slaves on plantations (similar failures in British and French colonies) and to prevent voting rights etc.)
- strategies used by planters with aim of retaining labour - regular labour not forthcoming in British, French, Dutch areas.
- attitudes based on race to preserve status quo - but farmers developed and middle class emerged (see below).
etc.
- education as social control: role of churches (Barbados).
- planters recognised disciplinary value of religious education.
- education could be used to fit ex-slaves' children for role in agriculture (industrial education).
- as century proceeded, some educated middle class (often defined as non-manual).
- culture and cultural imperialism.
- emulation of whites by educated coloureds and blacks.
- local laws against noisy celebrations and wakes (carnival, John Canoe celebrations: legal restrictions on drumming etc.).
- Obeah condemned (Haiti, Cuba).
- despite hostility, some traditional values and patterns of life were preserved (reaction against white dominance?).

Other issues could be raised, discussed, evaluated.

Mark out of 25

Many candidates concentrate on legal aspects alone. Even if this is done (extremely) well, band 3 would be the maximum mark.

What explains the recurrence of popular protests by Afro-Caribbean peoples in the second half of the nineteenth century?

Reward efforts by candidates to introduce pan-Caribbean elements e.g. Afro-Caribbean elements in Cuban struggles 1868-78 and 1895-8 and lower level resistance in French colonies mirroring that in Jamaica etc.

POST SLAVERY POSITION OF BLACK POPULATION

- ex-slaves kept in 'their place' - use of laws in British and French colonies.
- desire to be peasant proprietors; less of a free peasantry than wage-slave proletariat.
- unrest through problems of adjustments and tensions e.g. economic slumps, droughts, floods, cholera. In Jamaica dozens of riots 1838-76.

PARTICULAR EVENTS AND CAUSES

Syllabus mentions Guyana 1856, Jamaica (Morant Bay) and Barbados 1876.

- Guyana: Portuguese immigrants treated as privileged group and attracted unpopularity (retail trading methods): 1848, 1856, 1889 riots: 'immediate pretext created by white ruling class favouring Portuguese (also whites - racism)' 1856 Angel Gabriel agitation.
- Jamaica (Morant Bay) economic problems post 1838 and c1860, droughts, hurricanes etc.: white dominance of government, resisted change, looked to own interests. Immediate conditions involved US Civil War (prices), St. Ann's petition and Queen's reply and local conditions, personalities in St. Thomas in the East.
- Barbados 1876: Confederation. Rule by rigid oligarchy, sugar economy suffering competition, work for labourers irregular: Federation proposals as focus, plantocracy opposed, labouring class felt it would be good for them: 'disturbances not spontaneous': stirred by Confederationists?
- Cuba, slavery and independence: Dutch pre-emancipation: Danes: Martinique and Guadeloupe post-emancipation conditions.

Protests can be given wide meaning. Participation in major or highlighted events but also strikes and other forms of resistance to authority.

Mark out of 25

*

N.B candidates are asked to explain and not simply describe

NOTES - TO ADD TO MARKING SCHEME

2 Each European government arrived at the moment of general emancipation as a result of multiple pressures brought to bear on it over time.

France is perhaps the clearest case of emancipation that demonstrates how the politics of anti-slavery and the economics of free trade, combined to destroy the credibility of the slave system.

3 Printed notes for Dutch experience.

4 'freed people unsatisfactory to employers' - e.g. Puerto Rico - abandonment of haciendas by ex-slaves: complaints of lack of regular and disciplined labour.'

5 Peasantries developed in all Caribbean territories - Haiti, British, French, Dutch and Danish territories. Can be viewed as a means of resistance to colonial domination.

Barbados did develop a peasantry: small in post emancipation period: 1860 2674 freeholds: 1897 8,500 plus 4,500 on rented land.

Trinidad under Governor Gordon (1866-70) sales of small plots of crown land @ £1 per acre (lots of minimum 5 acres).

Of the Windward Islands - increased peasant activity after the 1850s in the production of arrowroot, cotton, spices, cocoa, citrus, bananas, logwood, and sugar resulted in increased exports of most of these commodities.

Q7 Duplicated note on French Islands

Martinique and Guadeloupe 1848-70: Q7 'authority attempt to influence the labouring classes: Reward in Caribbean Freedom.

The planters pressed for measures which would control the local labour force. Their demands were particularly rewarded during the period of the Second Empire when, under Napoleon III, the French government installed an elaborate series of labour laws designed to ensure that the blacks worked in a steady manner on the plantations (some also during 2nd Republic post 1848).

Jury cantonnaux (1848): jury of 3 employers/managers and 3 workers to deal with disputes: work fêtes and prizes for deserving workers (one aim to prevent general desertion of the fields): also tax as a means of preventing movement from estates. (Blacks would have to work to pay tax.)

Also 1848 ateliers de discipline, workhouses 'integral part of legal mechanism to control black workers': beggars and vagabonds committed to work houses.

Taxes on lands producing crops other than sugar and coffee.

1850 passeport à l'intérieur 'principal means of worker control' - essential for travel in commune and colonies (enforced by communal militia).

1852 pass system - to force blacks to adopt contractual labour: blacks forced to accept work contract for a year.

Methods of persuasion - medals and prizes: unsuccessful.

Laws led to disturbances, refusal to collect passes led to changes but there was no compliance.

The labour laws provoked enormous problems in society. They did not increase the native labour force. Dropped in Martinique 1848 - 26,800, 1874 - 23,000.

Prevented fields being even more deserted. Resistance ensured labour laws were thwarted: increased blacks' repugnance to estates.

in the Dutch Caribbean who were between the ages of 15 and 60 were compelled to serve a period of apprenticeship or Staatstoezicht (State Supervision) at a minimum wage for a further ten years. Freedpeople could choose the employer to whom they wished to be contracted for these ten years, under state supervision; but they were supposed to sign contracts with their employers, new or old, before 1st October 1863. Many of them postponed signing until the very last moment. The Dutch authorities set out three so-called 'advantages' of state supervision: 1) it provided a peaceful transition from slavery to freedom 2) it trained the freedpeople for the responsibilities of free citizenship and 3) it guaranteed adequate and captive labour to the former enslavers for a further period of years.

This further period of neo-slavery in the Dutch-colonised Caribbean did not proceed smoothly and there were many conflicts between freedpeople and former owners. First of all, former enslavers became disgruntled because the freed people exercised their right to choose their employers after 1863; many thus lost the services of their reliable workers to others. In Suriname, many of the freedpeople chose to go to Paramaraibo instead of continuing in plantation labour. Some signed on at small farms instead of subjecting themselves any further to the regimentation of the sugar plantation. Despite the fact that the 1863-73 period was designed to provide the plantations with continued labour, therefore, some lost labourers. No major rebellions against the contract system and delayed freedom took place, but the apprentices still found ways around the new system. Some signed fake contracts; some escaped to French Guiana and British Guiana, and others refused to return to the plantations. Some refused to sign contracts altogether; others signed on only where wages were reasonable. Indeed, in 1864, only 15,000 labourers had signed a contract, and in the following years their numbers declined gradually. Planters complained of excessive wage demands, laziness, idleness and general indiscipline on the part of the freedpeople, and failure to carry out contractual obligations. They used coercive tactics like fines and imprisonment at hard labour to attempt to enforce contractual obligations, but they were never able to break the spirit of independence and autonomy that the freedpeople desired. When full freedom came in 1873, landowners were forced to turn to Asian immigration to secure adequate labourers for their plantations. Q <

vi. Contratación in Puerto Rico.

In 1870 the partial abolition of slavery in Puerto Rico was declared by the Moret Law. By this law, all newly born enslaved people and all the enslaved over 60 years old on or after September 1868, were freed. The Moret Law of 1870 freed 10,000 enslaved persons. The other 31,000 were legally freed in March 1873. This regulation was approved in Madrid March 26, 1873 and published one month later in Puerto Rico. The abolition law contained a provision that enslavers were to be paid 7 million pesos as compensation and be assured of the compulsory labour of the *libertos* for 3 more years. *Contratación* was the name given to the 3-year period of compulsory labour in Puerto Rico. It was intended to assure the proprietors of the freedpeople's labour for three more years. The authorities hoped that this system would guarantee the continuation of the production on haciendas for a further 3 years.

The main terms of *Contratación* were that:

they were being asked to endure patiently for another 12 years until general emancipation in 1859.

Neville Hall records that the attitude of an enslaved man named Edward from Rosenhill Estate reflected their common feelings. He told his owner, "Mr. van Brackle, here is your hoe and your cutlass. I will no longer work for you and if I work I will buy them myself. Unrest increased among enslaved people in the Danish-ruled Caribbean, with an upheaval among the 25,000 in St. Croix from 2-3 July 1848. The main leaders were said to have been Martin King and 'General Buddhoe' who encouraged all the enslaved to leave their places of work and demand emancipation. The houses of several citizens were attacked, including those of the police chief, the judge and a merchant who had asked for the suppression of the rebels. With the island already in the hands of the rebels, Governor Von Scholten in 1848 proclaimed full freedom in St. Croix in 3rd July 1848. Emancipation was then effected in the rest of the Danishruled territories. Nevertheless, ringleaders were imprisoned and in the case of Buddhoe, deported.

Part of the emancipation settlement included the provision that those freed would be allowed to remain in their houses and grounds for three months after 3rd July 1848. After that period, landholders tried to thrust those formerly enslaved back into a position of dependence on their former owners and the colonial state using various coercive practices. For example, a decree of 1849 obliged all those who wished to continue to live on plantations and to work their provision grounds to enter labour contracts with the planters.

FRENCH

Q 7

iv: Apprenticeship in the Dutch-colonised Caribbean:

DUTCH

Q 3

Following emancipation in the British-colonised Caribbean territories, there was a movement for emancipation in the Dutch-colonised territories. There was an insurrection among the enslaved in St. Eustatius; and in St. Maarten, the enslavers feared a similar revolt and so petitioned the governor to move to immediate freedom. After five unsuccessful attempts to free the 45, 275 enslaved people in the Dutch-controlled Caribbean territories on 9 July, 1862, the Dutch finally agreed to emancipate the enslaved. The law of Emancipation came into effect in Suriname and other Dutch colonies on 1st July 1863.

As in the British- and French-colonised Caribbean territories, the owners in the Dutch Caribbean received compensation for the loss of the people they called 'their' chattel property at the rate of 300 guilders per enslaved person, regardless of age, gender and mental and physical condition. Rosemarjin Hoefte tells us that for the loss of their over 33,000 enslaved peoples, the enslavers in Suriname received almost 10 million guilders, financed largely from the surpluses that the Dutch extracted from their properties in Java in the East Indies. The compensation rate was reduced to 200 guilders per enslaved in some of the islands. In St. Maarten, the rate was at first lowered to 30 guilders per enslaved, but raised to 100 when owners protested this devaluation of their 'human property'. The original rate was maintained in Suriname where it was believed that the enslaved were of a higher value.

As in the British-colonised territories, according to Robin Blackburn and Hoefte, the freedpeople