

# HISTORY (CARIBBEAN)

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## GCE Ordinary Level

Paper 2159/01

Paper 1

### Comments on specific questions

#### Question 1

Many candidates displayed considerable knowledge of detail concerning the life of the Arawaks and Caribs which enabled them to score well. Some limited their credit by insufficient attention to the request for comparison.

#### Question 2

A good knowledge of Montesinos and Las Casas produced marks for many candidates. Scores would have been higher with more information on the role of the Church in the Spanish-American empire.

#### Question 3

A popular, but not usually a high-scoring question. Many would have improved their score by including more historical material concerning English settlers in the early seventeenth century. An imaginative letter style was often produced, but historical content was less evident.

#### Question 4

Answers displayed a good general knowledge of the buccaneers, but those displaying a command of the details of Henry Morgan's career and achievements, as requested, were less common. Those candidates who did have knowledge of Morgan's exploits, naturally tended to score best on the second part of the question concerning how the buccaneers helped the English government.

#### Question 5

Thoughts on the first part of this question concerning Cromwell's motivation were rather brief, but some good detailed accounts of the Western Design of 1655 were produced, which scored well.

#### Question 6

A popular and often high-scoring question. Most candidates could identify a variety of the elements of a sugar plantation, while the stronger also supplied some details concerning their use and importance. A few limited their overall score by describing only buildings and overlooking the various uses of the land of the estate.

#### Question 7

Some sound detailed responses produced, but possibly fewer than might have been expected, given the usual eagerness of candidates to write on the career of Toussaint. Possibly, the fact that the details of events on St Domingue between 1789 and 1804 would have earned good marks, was not appreciated by some.

### **Question 8**

Some sound efforts were produced, but most candidates avoided this question. Those who did answer often struggled to find a sufficient variety of points to earn higher levels of credit. Some generalised responses failed to focus on the period 1776-1815, as requested.

### **Question 9**

Many candidates displayed a detailed knowledge of the Amelioration Proposals. Only stronger candidates were also able to write at any length concerning events leading to them or how effective they proved.

### **Question 10**

Many scored well on the details of the Emancipation Act of 1833. Those who appreciated the significance of the stipendiary magistrates and their difficulties also gained good credit on the second part of the question set.

### **Question 11**

This question produced many creditable answers which displayed a detailed knowledge of the events of 1865 at Morant Bay, together with a sound appreciation of causation and results.

### **Question 12**

A minority of candidates lost some available credit by failing to explain the nature of the labour problems faced by the planters after 1838. All produced accounts of immigration schemes for indentured labourers as an answer to the problems. Some of these accounts were very detailed. Scores would have been even higher for most with some mention of other solutions that were attempted during the 1840's and 1850's.

### **Question 13**

Less popular than might have been anticipated. Some candidates were able to earn reasonable credit by describing social and economic distress in the 1930s, but only the stronger were able to deal convincingly with the response of the government.

### **Question 14**

Few answers seen. Most of these were of a very generalised nature with little mention of political events in the Caribbean since 1945, concerning the USA.

### **Question 15**

Quite a popular question where candidates were able to gain some credit by making use of their general knowledge of education in their country. However, there was little evidence that most candidates had prepared themselves to answer the question in a detailed and historically focused manner.

### **Question 16**

Only a minority of candidates attempted this question. Few answers of any real detail or depth were produced. Credit gained was usually limited and linked to generalised comment.