

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2003**

**HISTORY**

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**HISTORY****CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2003****GENERAL COMMENTS****UNIT I: The Caribbean in the Atlantic World****PAPER 01- Short Responses that Test Coverage****MODULE 1**

This Module focused on Indigenous Societies and their encounter with the Iberians.

Question 1

Question 1 required candidates to briefly compare two features of the political structures of two groups of indigenous peoples from different categories listed in the syllabus. Some responses were fairly informed but too many neglected to compare features and listed them instead. Also, candidates, perhaps relying on their CSEC knowledge, described religious ceremonies and other aspects of the indigenous groups' social life without any reference to political features required by the question.

Question 2

Question 2 asked for two brief explanations for Portugal's interest in West Africa up to 1500. Although many responses mentioned Portugal's commercial activity in West Africa, as well as interest in spreading Christianity as a counterpoint to Islam before Columbus pushed westward across the Atlantic, several neglected the date in the question and focused on the slave trade and its importance to plantation development in the Caribbean. Teachers are reminded to guide candidates as to the significance of dates.

Question 3

Question 3 required a brief description of any four methods of resistance used by indigenous Americans against Spanish conquest. Most of the responses were well informed, highlighting open warfare, sabotage, withdrawing from areas of settlement, and suicide.

**MODULE 2**

This Module focused on the nature and decline of slave society.

Question 4

Question 4 asked for two explanations as to why European indentureship gave way to African chattel slavery in the British West Indies from the mid-seventeenth century. Several of the possible explanations were mentioned, such as the increased demand for labour in the context

of the sugar revolution, the permanence of chattel slavery over indentured contracts, and African familiarity with tropical disease. However, some candidates tended to list the reasons without any explanation, while others confused European and Asian indentureship.

#### Question 5

Question 5 required candidates to select any one of four slave rebellions mentioned in the syllabus and to explain four reasons why the rebellion selected was eventually suppressed. There were some well-informed responses that stressed factors such as superior military technology and resources, ethnic divisions among slaves, divided leadership and inadequate planning. However, some candidates incorrectly outlined the context of the rebellion selected and others simply wrote generally about the significance of slave rebellions.

#### Question 6

Question 6 asked for an outline of four reasons why sugar planters in some British Caribbean colonies experienced difficulties after 1776. There were many disappointing responses and few grasped the significance of the date that pointed to the disruption of the important trading networks between the continental and tropical colonies. Further, candidates also incorrectly focused on post-slavery economic problems, neglecting such issues as outdated agricultural techniques, natural disasters, soil exhaustion and competition from newer colonies. Teachers are reminded to encourage candidates to pay closer attention to dates in questions.

### **MODULE 3**

This Module focused on post-slavery adjustments and nation building.

#### Question 7

Question 7 required candidates to outline two factors that assisted the development of the peasantry in the Caribbean after Emancipation and two that impeded its development. This question was fairly well done. Many candidates pointed to the importance of provision growing and marketing, free villages and a general desire for autonomy as factors that aided the peasantry. With regards to the second part of the question, candidates pointed to the following factors: the hostility of governments and planters, the lack of access to land, the limited financial base of the freed people and their lack of technical resources.

#### Question 8

Question 8 required that candidates outline two reasons why Chinese immigration to the Caribbean was stopped in 1885 and that they give two factors that assisted the integration of the Chinese immigrants into Caribbean society after their indentureship. The majority of responses to the first part of the question emphasized the high cost of transporting Chinese to the Caribbean and the opposition of the Chinese government because of reports of exploitative treatment of the immigrants. The better responses underscored the preference for Indian immigrants and the fact that Chinese found work nearer home or in the United States of America. The responses to the second part of the question emphasized Chinese entrepreneurial activity, their marriage to local women and their conversion to Christianity as factors that aided their integration.

### Question 9

Question 9 asked for two factors that aided the establishment of the West Indian Federation in 1958 and two factors that led to its collapse in 1962. Generally, the answers were disappointing. Candidates tended to know more about the collapse than the establishment and several confused the Federation with CARIFTA or CARICOM. This suggests ignorance of the topic and lack of completion of the syllabus.

## **PAPER 02 - Structured Document Questions and Extended Essays**

### **MODULE 1**

#### Question 1

Question 1 consisted of four short documentary extracts on the theme of indigenous societies and Spanish settlements and the candidates were asked five questions (a-e) related to the theme as developed in these extracts. This was a very popular question and many responses were fairly well informed with candidates demonstrating a good understanding of the issues raised by the extracts. However, some candidates failed to offer explanations and instead listed relevant information. It must be emphasized that higher levels of analysis and explanation are required at the Advanced level.

#### Question 2

Question 2 asked for an essay which examined the advanced agricultural practices of one of the following three indigenous groups: Aztec, Inca and Maya, before the arrival of the Europeans.

Some responses were unfocused, written on different aspects of the societies and neglected their advanced agricultural practices. Others dealt with relevant aspects but did not develop their essays. These candidates were familiar with the material but lacked an analytical approach. Accordingly, candidates are reminded that the CAPE syllabus requires more developed skills of analysis than that for the CSEC syllabus and a mere listing of information is insufficient.

#### Question 3

Question 3 required candidates to assess the evidence of Viking and African presence in the Americas in the pre-Columbian period. Generally, the responses were informed, balanced, organized and well-presented. Clearly, this section of the syllabus is now more thoroughly covered than previously and teachers are to be congratulated for broadening the horizons of their candidates.

## MODULE 2

### Question 4

Question 4 consisted of four short documentary extracts that focused on the Haitian Revolution and the candidates were asked five questions (a-e) on the respective themes in the documents. The responses were mostly appropriate except for those for questions (b) and (e). With regard to (b), few understood how Touissant's shifting alliances reflected his unswerving commitment to emancipation. For example, he initially fought for the Spanish but switched to the French when they endorsed freedom for the slaves and later defeated the British who wanted to reimpose slavery. With regard to (e), which required candidates to explain Dessalines' notion of independence, some were unaware of his view that whites should be expelled and only blacks should own land. Candidates should approach this theme more analytically.

### Question 5

Question 5 required the candidates to explain why the slave populations in the Caribbean generally did not reproduce themselves. This was a popular question and there were several good answers that underlined factors such as planter attitudes, high mortality among children, disease, malnutrition and the severe labour regime that affected women's fertility while increasing miscarriages.

### Question 6

Question 6 asked for an assessment of the view that the British Act of Emancipation of 1833 was more favourable to the planters than to the enslaved. The responses were very mediocre and several candidates were alarmingly unfamiliar with the important provisions of the Act. Others offered irrelevant essays about amelioration or even indentureship. The quality of the responses suggests that insufficient attention was paid to this part of the syllabus.

## MODULE 3

### Question 7

Question 7 consisted of four short documentary extracts on the Cuban Revolution with five questions (a-e) related to the extracts. The responses were not always relevant to the questions asked and candidates need to be reminded that the document-based questions require that responses be related to the context of the particular extract. The nature of the responses suggested that although candidates were familiar with the details of the revolution they had not considered their full significance for relations between Cuba and the USA, as well as social change in Cuba.

### Question 8

Question 8 required the candidates to select one of the three workers' rebellions listed in the syllabus and to discuss the consequences of the rebellion selected. Far too many candidates addressed the issues in the question and offered general answers that stressed the causes more than the consequences of the rebellion. This suggested inadequate preparation of this theme.

The Morant Bay rebellion was the popular choice but only a handful of the responses mentioned either the introduction of Crown Colony government and its diminishing of black and coloured influence in local politics, or the impact in Britain of the events at Morant Bay. Alarming, candidates still confused the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion. The responses on the 1876 Confederation Riots (Barbados) were fairly well informed, as were the few on the 1862 Labour Protest (St. Vincent).

### Question 9

Question 9 asked for an evaluation of the working conditions of Indian indentured labourers in the British Caribbean between 1860 and 1917. This was a popular question, but as in question 8, candidates wrote lengthy introductions highlighting living conditions rather than focusing on working conditions such as low wages, long hours, restricted mobility and harsh punishments for breach of contract. A common weakness was the candidates' inability to focus on the issues raised in the question, though they were aware of some relevant details. This again points to shortcomings in essay writing and analytical skills and candidates are encouraged to address this.

## **UNIT II: The Atlantic World and Global Transformations**

### **PAPER 01- Short Responses that Test Coverage**

#### **MODULE 1**

This Module focused on interactions of the Atlantic World.

### Question 1

Question 1 was concerned with measures that Spain adopted to protect her monopoly in the Americas. There were some informed answers, though the candidates tended to limit their perspectives to the Caribbean instead of the broader area of the Americas. Some failed to appreciate that the Asiento and the House of Trade were related and not distinct measures having to do with regulating trading contacts, and few mentioned the monopoly port system in Spain and in the Americas and the fortification of important port towns.

### Question 2

Question 2 required two brief explanations as to why West African elites participated in the Atlantic slave trade. The answers were very mediocre and some candidates failed to appreciate the extent to which local chiefs and traders in West Africa derived revenue and political advantage from the trading relationship with the Europeans who provided manufactured goods for human cargoes. Candidates should be encouraged to develop a broader perspective on this theme.

### Question 3

Question 3 asked for an outline of four significant ideas of the European enlightenment. The responses were mixed, for while some candidates were well informed, others were ignorant

about the topic and either offered no responses or provided irrelevant ones. Candidates are reminded that full coverage of the syllabus is required.

## **MODULE 2**

This Module focused on issues of identity and industry and the Atlantic World.

### Question 4

Question 4 required an explanation of two ways in which the Atlantic trade contributed to the Industrial Revolution in Britain. Many responses were focused and informed and strongly indicate that this part of the syllabus was covered. However, some responses focused too narrowly on the slave trade, neglecting, for example, how the trade was a source of raw materials such as cotton and sugar which fostered manufacturing and refining industries in Britain, as well as how the Atlantic trade provided important markets for industrial products such as textiles and metalware.

### Question 5

Question 5 asked for an outline of four ways in which industrialisation affected the work force in the United States of America between 1865 and 1900. The answers were fairly well informed as to fundamental changes in the composition of the work force, such as the extensive use of child labour and the influx of immigrants, as well as the altered working conditions as a result of the rise of the factory system.

### Question 6

Question 6 required an outline of four factors which stimulated national development in either Brazil or Venezuela in the nineteenth century. Although there were good responses, particularly on Brazil, others focused narrowly on the first two decades of the century, during the respective successful independence movements, thereby neglecting significant capital investments in railways, expansion in manufacturing and agriculture. There were also indications that this theme in the syllabus is still neglected.

## **MODULE 3**

This Module focused on global conflict and liberation movements in the 20th century.

### Question 7

Question 7 asked for four reasons why Russia was in crisis by October 1917. There were generally informed responses, indicating that this topic had been covered. However, some candidates wrote on the political failings of the Czar, rather than the failures of the provisional government, and highlighted earlier conflicts such as the Russo-Japanese war, instead of focusing on the social and economic crisis in Russia in 1917. The importance of paying close attention to all parts of the question must be emphasized.

Question 8

Question 8 required the candidates to briefly describe four features of Nazi rule in Germany between 1933 and 1939. This was generally well done. The most frequent features described were the treatment of Jews, the persecution of the political opposition, the doctrine of the Aryan super race and the restrictions on professional women. However, some candidates neglected the dates in the question and included the Jewish holocaust and Germany's territorial expansion that occurred after 1939.

Question 9

Question 9 required an explanation of two methods used by the national liberation movement in South Africa between 1960 and 1990 to defeat white minority rule. The better responses took note of Nelson Mandela's imprisonment for most of this period but acknowledged his important symbolic role in galvanizing international support and pressure against apartheid. The weaker responses incorrectly accorded Mandela an active role in organising or leading protest marches and other activities during this period. Generally, responses lacked specific knowledge about this phase of the liberation movement, such as the campaign to isolate South Africa internationally and the role of popular resistance in South Africa, particularly workers' militancy and the struggles of the youth and women against apartheid. It is clear that candidates are not sufficiently prepared for this section of the syllabus.

## **PAPER 02- Structured Document Questions and Extended Essays**

### **MODULE 1**

Question 1

Question 1 consisted of four short documentary extracts on the theme of the American Revolution and the candidates were asked five questions (a-e) related to the theme as developed in these extracts. The responses were generally satisfactory. However, the responses to sections (c) and (d) were inadequate as candidates seemed not have considered how the ideas of the European Enlightenment may have influenced the American Revolution, nor were they able to identify two of the following three groups, blacks or slaves, women and Native Americans, as individuals who were not granted equality in the newly independent USA. This suggests that while some candidates were familiar with the relevant details and ideas, they did not analyze their impact. It is critical that analysis and context are stressed above the mere accumulation of information.

Question 2

Question 2 required an essay discussing the reasons why the Dutch, English and French established settlements in the Americas in the seventeenth century. Although competent answers were provided, some responses were vague and general regarding the push and pull factors that influenced the settlement process beyond the Caribbean, such as the attraction of resources in North America, fish, fur, lumber and land, as well as the role of private companies and Governments that promoted settlement. It is important that, at this level, candidates are exposed to the broader American experience and not confine themselves to rehashing familiar CSEC themes.

Question 3

Question 3 required an explanation of the factors that led to the outbreak of the French Revolution in 1789. This was a very popular question and was quite well handled. However, some candidates wrote very descriptive essays. It is critical that proper essay writing skills are emphasized in preparation for the examination.

**MODULE 2**Question 4

Question 4 consisted of four short documentary extracts on Manifest Destiny and Imperial identity in the United States of America and candidates were asked five questions (a-e) on the respective themes in the documents. This was a popular question and candidates were familiar with the material, but only a few offered analytical answers.

Further, there was a general tendency to paraphrase the extracts and to disregard the marks assigned for each section so that extensive answers were provided for few marks.

Question 5

Question 5 required an essay that examined the ways in which railways contributed to industrialisation and economic growth in the United States of America in the second half of the nineteenth century. The responses were fairly satisfactory. However, many were too descriptive and focused generally on the impact of industrialisation, without a strong focus on the specific role of the railways in the process. Again, candidates are reminded of the importance of developing good essay writing skills.

Question 6

Question 6 required candidates to account for the success of the independence movements in either Brazil or Venezuela. Brazil featured in most of the few responses, but most were narrative and not analytical. Also, these responses tended to emphasize the impact of the relocation of the Royal Court to Brazil during the Napoleonic wars, but failed to give due weight to other significant international factors such as the Monroe Doctrine and Britain's support for the respective independence movements. The responses suggest that this part of the syllabus is still not well covered.

**MODULE 3**Question 7

Question 7 consisted of four short documentary extracts on World War 1, with five questions (a-e) related to the extracts. Many candidates confused the alliance systems and were unable to offer informed answers on either the influence of military officials over policy (b), or how the system of alliances contributed to the outbreak of the war in 1914 (e). The quality of responses suggests that some candidates are learning details without internalizing their significance.

Question 8

Question 8 required an examination of the methods used by Mohandas (Mahatma) Gandhi to resist British rule in India. The responses were generally informed and fairly well considered. However, some of the responses were descriptive and spent too much background on the history of the British in India or on Gandhi's early life in South Africa. Again, it is critical to develop essay-writing skills for answering these questions.

Question 9

Question 9 asked for a discussion of the factors that led to the debt crisis in the South during the 1980s. Few candidates attempted this question which may suggest difficulty in completing the syllabus. Nonetheless, there were some informed answers that pointed to the increase in oil prices, excessive foreign borrowing, the decline in the prices for commodity exports, public corruption and the revolution in expectations that pressured governments into ambitious and hasty schemes that consumed borrowed funds.

**INTERNAL ASSESSMENT: UNIT I AND UNIT II**Presentation of Paper

There was continued improvement in the presentation of the research papers, and it is most encouraging to see that most of the candidates are being properly guided in the use of footnotes and bibliography, though there were instances where these important conventions of the historical method were not followed. Also, some candidates did not follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. In this regard, candidates are reminded to pay close attention to such important research skills. The problem of an over-reliance on CSEC textbooks persists and it is imperative that candidates are exposed to more recent publications that relate to various aspects of the syllabus. Indeed, school libraries must be encouraged to invest in resource materials and various recent publications. There is still a problem as to the length of the papers, some of which had unfocused introductions which contributed to the disregard for the word limit of between 1500 and 2000 words. It is vital that the teachers monitor these matters since their effective guidance is the best deterrent against unfocused, rambling and descriptive papers.

Content and Discussion

The teachers also have the important task of ensuring that the topics for the research paper are relevant to the syllabus and are manageable. Some topics covered broad chronological periods and candidates were hard-pressed to observe the word limit and to present well-structured papers. Accordingly, it is important that from the outset, candidates do not choose wide-ranging topics such as the ever-recurring 'The French Revolution' or 'Slavery in the Caribbean'. Indeed the opportunity should be grasped for candidates to broaden their historical knowledge by researching some of the less traditional areas of the syllabus. Unfortunately, some projects were clearly rushed and unfocused, while sweeping and unsubstantiated generalizations still persist. Nevertheless, many candidates deserve to be congratulated for displaying fine research skills.