

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

HISTORY

DETAILED COMMENTS

Unit 1: 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

This question required candidates to describe two features of the political system of either the Aztec, Inca or Maya. The responses were fairly informed and highlighted features such as extensive empires, large bureaucracies, tribute systems and theocracies.

Question 2

This question asked for two types of evidence that indicate the presence of Europeans in the Americas before Columbus arrived in 1492. Some candidates provided examples of evidence without categorizing them, such as physical (archaeological) or folklore (legends). Further, candidates wrote on the presence of Africans, suggesting that they were only partially prepared for this theme in the syllabus.

Question 3

This question required an explanation of two factors that contributed to the Spanish conquest of the Aztecs and the Incas in the sixteenth century. Several responses were generally well informed as to relevant issues such as superior weaponry, diseases and indecisive and divided leadership that weakened responses of the indigenous peoples. However, candidates lost marks because they included motives for the conquest or the methods used by the Spaniards to consolidate their domination in the post-conquest period.

Module 2

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

Question 4

This question asked for three reasons why chattel slavery was more widely used than European indentureship in the English and French Caribbean in the second half of the seventeenth century. Several of the possible explanations were mentioned, such as the increased demand for labour in the context of expanding plantation agriculture, the permanence of chattel slavery over indentured contracts, the inability to compete for indentured labour with other areas of settlement in the Americas, and African familiarity with tropical disease. However, some candidates confused European and Asian indentureship and teachers are encouraged to ensure that candidates pay close attention to the respective time lines for these two systems of indentureship.

Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to outline the objectives of the rebellion selected and give two reasons why the rebellion selected was eventually suppressed. Candidates were clear on the objectives, and there were some well informed responses as to the failure of the rebellion selected, such as superior military technology and resources, ethnic divisions among the enslaved peoples, divided leadership and inadequate planning. Nonetheless, some candidates neglected the structure of the questions, failing to identify a specific rebellion and wrote generally about slave rebellions.

Question 6

This question asked for two economic explanations as to why sugar planters in the older British Caribbean colonies experienced difficulties between 1800 and 1834. There were many disappointing responses as some candidates

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

This question required the candidates to outline three contributions made by the black peasantry to the economic development of the Caribbean in the nineteenth century. This question was fairly well done and many candidates focused on the diversification of the economy, by way of the production of a variety of cash crops, the expansion of internal and inter-island marketing, the production of crops that reduced dependence on food imports, the utilization of land and the generation of employment opportunities beyond the plantations. Unfortunately, some candidates focused on the broader contributions of the peasantry to social development, schools, villages and churches which were irrelevant to the question.

Question 8

This question asked candidates to outline three ways by which employers exercised control over Indian indentured labourers in the Caribbean during the nineteenth century. The majority of responses correctly emphasized issues such as the withholding of low wages for minor offences, the use of the pass system to restrict mobility, the use of corporal punishment and the extension of indentureship for infringements of the contract. Some candidates who were not sufficiently conversant with these issues wrote instead on the factors in India that promoted immigration and the social impact of Indians on their new societies.

Question 9

This question required two explanations of issues that undermined the West Indies Federation by 1962. Generally, the answers were disappointing and neglected issues such as freedom of movement, insular jealousies and petty personal rivalries, uneven constitutional development and inadequate communication in the region.

Paper 02 - Structured Document Questions and Extended Essays

Module 1

Question 1

This question consisted of three short documentary extracts on the theme of Spanish settlements in the Americas in the fifteenth and sixteenth centuries. The candidates were asked four questions (a-d) related to the theme as developed in these extracts. Some 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 [a (ii) and c] and instead listed possible relevant information. Teachers are reminded that higher levels of analysis and explanation are required at this level and candidates should be adequately exposed to how to approach document-based questions.

Question 2

This question asked for an essay which examined the different levels of achievement in agriculture among two indigenous groups from the respective categories in the syllabus before the arrival of the Europeans in 1492.

Too many responses were descriptive and not analytical and some of the candidates confused the respective groups. Further, some responses were unfocused, dealing with different aspects of the societies and neglecting their agricultural practices.

Others dealt with relevant aspects but did not develop their essays. Essentially, these candidates were familiar with

the material but lacked an analytical approach. Accordingly, teachers are reminded that the CAPE syllabus requires skills of analysis, and a listing of information is insufficient.

Question 3

This question required candidates to assess the credibility of the evidence of West African presence in the Americas before the arrival of Columbus. Generally, the responses were informed and balanced, though levels of analysis were not consistent. Accordingly, candidates knew the various sources of evidence of an African presence, but were challenged to assess their credibility.

Module 2

Question 4

This question consisted of three short documentary extracts that focused on the experiences of Africans during slavery, and the candidates were asked four questions (a-d) on the respective themes in the documents. The responses were mostly appropriate except for those for question (c). Most candidates simply gave the stereotypes in Document III and did not challenge them based on their study of the themes in the Module. For example, whereas that extract mentioned the “mental and physical indolence” of the enslaved, several of the male and female enslaved were highly skilled, and despite the cultural differences between African-born and Creole slaves, there was no basis for the suggestion in the document about their different “physique”. Further the existence of Creole-led rebellions in the 19th century challenged notions that Creole slaves were “ever cheerful, lighthearted and ready for a joke”. Clearly, candidates need to read the extracts more carefully and are to comment on the accuracy and significance of the extracts and not merely to repeat or paraphrase them. Essentially, teachers should ensure that candidates approach the documents more analytically.

Question 5

This question required the candidates to assess the importance of the role of the enslaved in Haiti to the successful movement towards emancipation and independence in 1804. Several of the responses were disappointing as the candidates narrowly focused on the activities of the slaves (their commitment to freedom, the organizational basis of the revolt provided by voodoo and marronage, the bold leadership of Toussaint, Christopher and Dessalines), without weighing the importance of other factors that were crucial to the outcome. More balanced essays would have also addressed issues such as the division among the slave holding groups, the French abolition of slavery in 1793, the decimation of Leclerc’s troops by yellow fever and the support of mulatto regiments for independence. Candidates need to be exposed to the range of issues surrounding the themes in the syllabus and to be encouraged to be more analytical in their approach.

Question 6

This question asked for an assessment of the strategies used by the British Abolitionists against the institution of slavery. It is clear from the responses that candidates were generally familiar with the issues related to the abolition process, but several did not provide a good assessment of the strategies used in the campaign in Britain. Either students did not pay sufficient attention to the question asked or were challenged to provide an assessment.

Module 3

Question 7

This question consisted of three short documentary extracts on the Cuban Revolution with four questions (a-d) related to the extracts. The responses were generally informed but some of the responses suggested that candidates have not fully considered how the Revolution affected the relations between Cuba and the USA.

Question 8

This question required the candidates to select one of the three workers’ rebellions listed in the syllabus and to discuss how the selected rebellion represented “a conflict between the old order and new circumstances”, that is between the traditional structures inherited from slavery and the new expectations of the freed people. Generally, candidates

neglected the stimulus statement and wrote about the causes and consequences of the respective rebellion, without manipulating the details to focus sharply on the question asked, though the narratives presented touched on some relevant issues. This raises again the issue of proper essay writing and analytical skills and teachers are encouraged to address this. Further, it is remarkable how candidates continue to confuse the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion.

Question 9

This question asked for an evaluation of the view that internal instability and external hostility undermined the new Haitian state between 1804 and 1825. The responses of the candidates focused more on internal issues such as political divisions and rivalry, the conflict between blacks and mulattoes and the destructive impact of the wars of independence, and did not address external isolation and hostility from slave owning countries and the indemnity that Haiti had to pay for France's recognition of her independence. Also, some candidates focused on the pre-1804 period, suggesting that the topic was not covered.

Unit 2: 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

This question was concerned with factors in Europe that encouraged migration to the Americas and factors in the Americas that attracted European immigrants up to 1763. The responses were fairly well informed. Candidates mentioned religious persecution, political upheavals and economic conditions in Europe that encouraged people to cross the Atlantic, drawn by the vast land resources in the Americas, the prospect of religious toleration and the presence of other resources such as fur, fish and timber, as well as the reports of mineral wealth.

Question 2

This question required two explanations as to why some West Africans supported the slave trade. Several answers highlighted the profit that African political and mercantile elites gained from the trade and how the trade facilitated territorial expansion and the expulsion of rivals. Some also mentioned that trading in slavery and slave trading existed in West Africa prior to the Atlantic connection. Generally, the answers reflected that this part of the syllabus was well covered.

Question 3

This question asked for an outline of three principles of the European Enlightenment. The responses were mixed. Some underlined the pre-eminence of reason, the rights of man, freedom of thought and the concept of equality before the law. A few offered no responses or provided irrelevant ones. While there is evidence that this theme is now better covered than formerly, there is still room for improvement and teachers 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

This question asked for the outlining of three 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. The responses emphasized how the Atlantic 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 and stimulated the growth of the shipbuilding industry.

Question 5

This question asked for an outline of two factors that stimulated the growth of industry in the United States of America in the second half of the nineteenth century, and for an outline of one social or economic consequence of that growth. The responses were generally well informed and it is clear that the candidates were well prepared for this part of the syllabus. Among the points outlined for growth was the provision of cheap labour by European immigrants, the abundance of natural resources, inventions in science and technology and improvements in communication and transportation. Among the consequences was the growth of an urban working class, the decline of own account manufacturing and the rise of the factory system, the widespread use of child labour, as well as the presence of women in the factory work force and the emergence of big business.

Question 6

This question required an outline of three factors that affected the economic development of either Brazil or Venezuela in the nineteenth century. There were good responses, particularly on Brazil, that highlighted significant overseas capital investments in railways, expansion in manufacturing and agriculture and the influx of European immigrants after the abolition of the slave trade. However, others incorrectly focused on the first two decades of the century, during the respective successful independence movements without looking at the post-independence period. Generally, it seems that this theme in the syllabus is still being neglected.

Module 3

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

Question 7

This question asked for explanations of two factors that facilitated the Bolsheviks' rise to power in Russia in 1917. There were generally informed responses, indicating that this topic had been covered. However, some candidates wrote on the general background such as 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. Teachers need to emphasize to candidates the importance of paying close attention to the time frame of the question asked and not to confuse related developments over an extended period of time.

Question 8

This question required the candidates to explain two factors that favoured Adolf Hitler's attainment of political power in Germany in 1933. This question was generally well done. The most frequent factors mentioned were the weakness of the Weimar Republic, worsened by social and economic crises, the electoral appeal of Nazism in the context of hostility to the Versailles Treaty and Hitler's charismatic appeal to German pride after 1918.

Question 9

This question asked for brief descriptions of three measures used by the apartheid government of South Africa after 1960 to suppress the African National Congress (ANC). There were some informed responses that highlighted the detention of ANC leaders, the outlawing of ANC and other radical organizations, the vicious suppression of protests and the attacks on ANC bases inside and outside of South Africa. However, too many candidates neglected the focus of the question and wrote generally on the tactics of suppression such as laws that reinforced apartheid. It is vital that candidates pay close attention to the question.

Paper 02- Structured Document Questions and Extended Essays

Module 1

Question 1

This question consisted of three short documentary extracts on the theme of the French Revolution and the candidates were asked three questions (a-c) related to the theme as developed in these extracts. The responses were generally mixed and not as focused as one would have hoped from a familiar topic. The responses to section (a) suggested that

candidates were not fully aware of the extent of the financial crisis that led the King in 1789 to summon the Estates General which had not met since 1614. Too many responses to section (b) listed, instead of explaining the grievances affecting the social groups, and too many candidates responded to section (c) without paying sufficient attention to the time period between 1789 and 1791. Essentially, the students' approach to the document questions indicate that while they are familiar with the relevant details and ideas, they have not analyzed their significance nor fully understand the context of the issues involved. When preparing candidates for the documents, teachers are reminded to stress analysis and context above the mere accumulation of information.

Question 2

This question required an essay explaining how imperial rivalries in the Americas contributed to wars between European powers during the period 1702 to 1763. For the most part, candidates were unaware of the relevant information and either wrote generally about rivalry or rehashed CSEC level information about privateers and illegal trading in the 17th century.

Question 3

This question asked the candidates to discuss the factors that led to the American Revolution of 1776. This was a very popular question and was fairly well handled. However, some candidates wrote very descriptive essays, especially listing the various taxes that provoked the ire of the colonists, without linking this issue to the broader principle of representation and governance.

Module 2

Question 4

This question consisted of three short documentary extracts on the Atlantic causes of the Industrial Revolution in Britain and the candidates were asked three questions (a-c) on the respective themes in the documents. Candidates were familiar with the material and the responses to sections (a) and (c) were informed. However, the responses to section (b) were generally poor because several candidates literally interpreted the metaphor of "mine" and "riches" in Document II and wrote fancifully about the mineral wealth in Jamaica in the 18th century. Further, few candidates seemed to have an understanding of the dynamic nature of the relationship between Britain and her colonies and so were unable to instance the two ways that Jamaica benefited from this link, that is, guaranteed markets for plantation products and security against external threats and internal slave rebellions. Teachers are encouraged to spend more time guiding candidates on how to approach the document questions and to ensure that candidates are exposed to the full dynamic of issues around mercantilism. Indeed, while Britain reaped the benefits of mercantilism, Caribbean planters also profited from the Atlantic connection.

Question 5

This question required an essay that explained the concept of Manifest Destiny and a discussion of how this concept influenced the United States of America's foreign policy in continental North America and the Caribbean and Latin America up to 1917. The responses were fairly satisfactory and most set out the essence of the concept. However, responses were generally weaker on discussing continental examples, perhaps reflecting the reliance on related CSEC themes. Teachers are reminded of the importance of developing good essay writing skills and to cover the syllabus fully.

Question 6

This question asked the candidates, with reference to either Brazil or Venezuela, to assess the claim that Latin American independence movements were influenced by European ideas and political developments, as well as by new circumstances in the Americas. As is customary in this theme, Brazil featured in most of the few responses and many were familiar with the European-based developments that assisted the independence movements. However, candidates were alarmingly ignorant of the new circumstances in the Americas, such as the Munroe Doctrine, the British trading interest in Brazil and the influence of the independence movement in Spanish America, that assisted as well. The distinct impression is created that students are still not exposed to this topic, and even when they are, they are not considering the broad dynamics of the issues.

Module 3

Question 7

This question consisted of three short documentary extracts on the Russian Revolution, with four questions (a-d) related to the extracts. While some candidates handled the material fairly well and were informed, others demonstrated a disturbingly high degree of unfamiliarity with the issues in sections (c) and (d) that dealt with how the Bolsheviks consolidated their power after October 1917 and their victory over the anti-Bolshevik White Army.

Question 8

This question required an essay discussion of the view that the peace in Europe in 1914 was shattered by divisive alliances, radical nationalism and bitter rivalries. Several of the responses were disappointing because although candidates were familiar with how the alliance systems and the nationalism in the Balkans led to the outbreak of the war in 1914, few effectively dealt with how economic, naval and political rivalries heightened tension and fueled a distrustful climate at the time.

Question 9

This question asked for an assessment of the role that Mohandas (Mahatma) Gandhi played in the Indian independence movement. Some responses were generally informed with some candidates properly linking Gandhi's philosophy and activities to the broadening of the base of the independence movement and inspiring greater support for the movement within and outside of India. However, others tended to describe his activities without underscoring their significance to the success of the independence movement. Further, some of the responses focused too much on Gandhi's personal biography, particularly his early life in South Africa.

Internal Assessment, Unit 1 and Unit 2

Presentation of Paper

There was continued improvement in the presentation of the research papers, with more doing typed papers, though this is not a requirement. Also, candidates made a fair effort to explore a variety of topics, especially in Unit 1. This is understandable since there is greater familiarity with the themes in this Unit and research materials are more readily available. Importantly, teachers are to be commended for properly guiding candidates in the use of footnotes and bibliography which are important conventions of the historical method. However, in some instances, these were disregarded and teachers are warned that students will be severely penalized for **plagiarism**. Also, some candidates neglected to follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. In this regard, the teachers are reminded that it is important that the candidates are encouraged to pay close attention to such important research skills. Although there is still evidence that too many candidates rely on CSEC textbooks, it is heartening to see that they are being exposed to recent publications that are more appropriate to the CAPE level. School libraries must be encouraged to invest in resource materials and various recent publications. There is still a problem, though less pronounced, with 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. The teachers are strongly encouraged to provide guidance in this matter so as to guard against long, rambling and unfocused papers. Additionally, candidates will incur a penalty for papers that exceed the prescribed word limit.

Content and Discussion

One of the important tasks of the teachers is ensuring that the topics for the research paper are relevant to the syllabus and are manageable. Candidates should be encouraged to avoid topics with broad chronological periods which make it difficult to keep within the word limit and present well-structured papers. Many candidates deserve to be congratulated for displaying fine research skills and teachers are to be congratulated for their guidance. However, some projects were too descriptive, rushed and contained sweeping and unsubstantiated generalizations.

Administrative Forms

The relevant Record of Marks for Internal Assessment and Moderation Form, as well as the Research Paper Cover Sheets were generally completed in accordance with CXC's requirements.