

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**HISTORY**

**9697/06**

Paper 6 Caribbean History, 1794–1900

May/June 2006

Additional Materials: Answer Booklet/Paper

**3 hours**

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **four** questions.

You must answer **Question 1** (Section A), and any **three** questions from Section B.

At the end of the examination, fasten all your work securely together.  
All questions in this paper carry equal marks.

This document consists of **4** printed pages.



## SECTION A

You **must** answer Question 1.

**APPRENTICESHIP IN THE BRITISH WEST INDIES, 1834–38**

- 1 Read the Sources, and then answer the question.

When answering **Question 1**, candidates are advised to pay particular attention to the interpretation and evaluation of the Sources, both individually and as a group.

**Source A**

The failure of the system is attributed to the following causes:

- 1st Because the domestic authority of the master (which formerly constituted the main controlling power) has been so entirely destroyed, that he cannot now exercise over the negro apprentices even the reasonable extent of authority which a master may in England over his apprentices.
- 2nd Because the local magistrates (JPs) have been, at the same time with the masters, deprived of all power and authority to aid in maintaining the peace of society, and in enforcing the law.
- 3rd Because of the altogether inadequate number of stipendiary magistrates, and the unfitness of many of them to discharge properly the difficult and important duties entrusted to them, from their entire ignorance of the peculiar habits and dispositions of the negroes, or to the fair and reasonable quantity of labour of which they are competent and ought to perform.

*Report of the Committee of the Jamaican House of Assembly to enquire into the working of the new system of labour (apprenticeship), November 1834.*

**Source B**

The first prophecy was blood and destruction on the first of August: in this they were wrong. The second, that this scene would take place at Christmas, had it not taken place in August: in this they were wrong. The third, that apprentices would not work for wages: in this they were wrong, as I know of no instance where the usual wages were offered and where they were refused. The fourth was that the crop could not be harvested: in this they were wrong, as it has been harvested in many places much earlier than usual.

*Lord Sligo, Governor of Jamaica, writing about the early experiences of Apprenticeship, June 1835.*

**Source C**

I am in a land of half freedom, where there is much that is pleasing, and much more to annoy. Every effort has been made in certain quarters to prevent the apprenticeship system from working, but so far in vain. The general conduct of the emancipated African is above all praise: nor do I believe that there is a population on the earth among whom less crime is committed. We only need perfect freedom to make the colony prosperous. This must come, and the sooner the better. I bless God for what has been done, but I do not like the apprenticeship system because it is unjust: yet it is not slavery, and it must end in freedom. I do all I can to prevent oppression, nor do I stand alone by any means; but do it I will, if I should stand alone. I have told the magistrates respectfully but firmly, that whatever the consequences, no one shall oppress my people with impunity.

*William Knibb, Baptist missionary in Jamaica, writing to a friend about the apprenticeship system, January 1836.*

**Source D**

The state of the parish is calm. The apprentices work adequately. The cultivation is carried on well. A much greater quantity of produce has been manufactured than the most optimistic anticipated from the reduced hours of labour. I have stated obvious facts and all the arguments in favour. But the reverse is by no means encouraging. If the negro works well it does not, on most estates, proceed from any goodwill towards his employer but from fear of punishment, the reflection that his task is almost done and that the happy moment of full freedom is fast approaching which he is perhaps fearful may be delayed by misconduct or insubordination on his part. The attitude of the negro towards his master is less respectful than formerly. He is still imperfectly acquainted with his moral obligations and religious duties and is as immoral in his private and domestic habits as ever. He has not made a corresponding progress towards taking upon himself the duties of a free agent and citizen, except for the anticipation of independence arising naturally from the consequences of approaching freedom.

*Report from Stipendiary Magistrate, E D Baynes, Jamaica, June 1836.*

**Source E**

I have witnessed the steady and persevering industry of those manumitted in this district by their own accumulated savings. The provident negroes of both classes, bond and released, are making the greatest exertions to become proprietors of land. This is strong evidence of advancing civilisation and must remove all apprehension of the freed negro sinking into listless apathy, content to live upon the spontaneous products of the soil.

*Report from E B Lyon, Stipendiary Magistrate, Jamaica, December 1836.*

Now answer the following question.

*'There was never any prospect of the apprenticeship system in Jamaica working.'* How far does the evidence of Sources A–E support this statement?

**SECTION B**

You must answer **three** questions from this section.

- 2 Explain why slave emancipation in the French colonies of Martinique and Guadeloupe finally came about in 1848.
- 3 How successful were the *regimen de contratacion* and *patronato* as schemes for the transition from enslavement to freedom in Spanish Caribbean colonies?
- 4 How far were the expectations of freed people of 'full free' met in the years immediately after emancipation?
- 5 Assess the impact of the existence of peasantries on sugar production throughout the Caribbean.
- 6 How effective was the use of immigrant indentured labour in meeting the needs of the Caribbean sugar industry after 1834?
- 7 Examine the attitudes of various social groups towards the provision of education in the British Caribbean after 1835.
- 8 How significant was the Ten Years War (1868-78) in Cuba to the movement for independence from Spain?

---

*Copyright Acknowledgements:*

Source D © *From Emancipation and Apprenticeship in the British West Indies* by W L Burn, published by Jonathan Cape. Reprinted by permission of The Random House Group Ltd.

Source E © *From Emancipation and Apprenticeship in the British West Indies* by W L Burn, published by Jonathan Cape. Reprinted by permission of The Random House Group Ltd.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.