

**MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers**

9697/06	9697 HISTORY Paper 6 (Caribbean History 1794–1900), maximum raw mark 100
----------------	---

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

GENERIC MARK 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 Mark 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 very 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 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 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 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, 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 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 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 that 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

SECTION A Source based question

1 THE IMPACT OF PEASANT DEVELOPMENT

'The impact of the development of the peasantry in the British Caribbean was beneficial.'
How far do Sources A–E support this statement?

Sources A and B disagree, from the point of view of writers.

Sources D and E agree, with the benefit of experience.

Source C suggests reluctant agreement, but with a hint of underlying disapproval.

L1 WRITES ABOUT THE HYPOTHESIS, NO SOURCE USE [1–5]

These answers write generally about the issues raised by peasant development but will ignore the key issues in the question i.e. they will not use the sources as information/evidence to test the hypothesis. Include in this level answers which use information taken from the sources, but only in providing a summary of views expressed by the writer, rather than for testing the hypothesis.

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. For example agrees using Sources C, D, E, and selective use of A and/or B.

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

As level 2 but makes a selection of material to cover both aspects of the question e.g. A and B against, C possible also (planters placed in position of letting, short of labour). D and E in favour.

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

These answers will show a capacity to use sources as evidence e.g. demonstrating their utility in testing the hypothesis by interpreting them in their historical context i.e. not simply accepting them at face value.

Candidates may choose to dwell on the benefits of peasant development for the freed people. The origins of the sources, the likely point of view of the author, the degree of detachment etc. should augment the view taken as could the context – on the significance of peasant development.

L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT FINDS EVIDENCE TO CHALLENGE AND SUPPORT THE HYPOTHESIS [17–21]

These answers demonstrate that testing a hypothesis involves attempting to confirm and disconfirm the hypothesis, and are capable of using sources to do this (i.e. both confirmation and disconfirmation are done at this level).

Candidates may pick on the contrast between possible differences of planter and peasant perceptions (A, B and, perhaps, C) at an earlier date and the implication of the general beneficial effect of the peasantry and the activities seen from a different date perception (D and E).

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

L6 as L5 PLUS EITHER (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED OR (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS PREFERRED. [22–25]

For (a) the argument must be that evidence for challenging or supporting the claim is more justified. This must involve a comparative judgement i.e. not just why evidence is better but why the other is worse e.g.

The evidence of A–C is slanted from the proprietor/government perspective but does contain the suggestion that benefit was derived by the peasants. Adding in Sources D and E with their different backgrounds but broad agreement that peasant development led to wide advantages, on balance agreement is more justified.

OR

For (b) include all L5 answers which use the evidence to modify the hypothesis (rather than simply support/contradict) in order to improve it e.g.

Viewed from the perspective of the sugar industry, the growth of peasantry can be viewed as unfortunate but, in the long term, given the vicissitudes of sugar production, the peasantry seem to provide a different way ahead for the economy in general.

[Total: 25]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

SECTION B

2 Evaluate the factors which contributed to the emancipation of slaves in British and French Caribbean colonies.

Eric Williams discusses 5 factors (1) economic (2) political (3) humanitarian agitation (4) international and colonial rivalry (5) social factors including slave revolts.

'Each government was pushed by a combination of political, economic, moral and cultural factors.'

Britain

- 1820s gradualist approach to emancipation took root, 1830 abolitionists regrouped.
- 1831 Jamaica Revolt (i) helped to increase support (ii) showed importance of slave actions.
- sugar less significant in economy – high cost/low profit.
- slavery was a social and moral liability.
- economic liability – reduced financial benefits not worth moral cost.
- 1830–3 changed political climate in Britain.

France

- 'politics of anti-slavery and economics of free trade combined to destroy the credibility of the slave system'.
- post 1830 discussion about emancipation (government inspired).
- factors in delay (i) indecision about how to emancipate (ii) British System seemed a failure.
- 1834 Societe pour l'abolition de l'esclavage founded (Passy, De Tocqueville). Passy scheme suggested children of slaves should be freed and right to purchase manumission introduced. Failed.
- 1840 moves towards abolition – ameliorate slave conditions, education, marriage, supervision and recording of punishments.
- De Broglie headed government commission re abolition – produced 10 year gradualist scheme.
- economic developments eroding financial viability of Caribbean sugar. Sugar beet grown, given tax incentives: able to meet home demand, cheap.
- Victor Schoelcher as advocate and emancipator.

In both countries, pace quickened before the Act: political changes 1830–3 and 1848: the push of economic factors, abolitionists, Jamaica Revolt and slave actions.

[Total: 25]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

3 How successfully did the schemes to emancipate the slaves in Spanish Caribbean colonies operate?

C19 only Cuba and Puerto Rico of Spanish American Empire remained. Late in century, sugar production in Cuba was growing: in Puerto Rico it was past its best.

Candidates may outline schemes

- Puerto Rico – contratacion 1873 (slave number 31,000 – 5% of total population) – slaves freed but with scheme for compulsory labour – 3 years.
- Cuba – patronato – slavery abolished 1880, patronato to last to 1888 but ended 1886: patrocinados to work for former owners and be paid.

How successfully did the schemes work?

- Slaves in Puerto Rico only a small proportion of the population: ex slaves (libertos) to serve 3 years' apprenticeship for former owner, another landowner or government. They could make wage demands; cost of food and clothing deducted from wages: authorities to keep register and approve contracts.

Landowners complained of lack of regular labour, demands for better wages and terms, shortage of female labour, some abandoned estate labour. Freed people had the upper hand, often refused to work a full week. Government didn't intervene. On bigger picture sugar was declining but for other reasons (quality, dated methods).

- Patronato in Cuba, among aims was to allow landowners time to find alternative workforce. Patrocinados to work for former owners, be paid 1–3 pesos a month, could purchase freedom, end over period 1885–8 by 1/4 being freed each year. Patrocinados had rights – could change employers if regulations were broken. Patronos could control movement, set hours and conditions. Junta, though biased, altered relations by admitting the rights claimed by patrocinados.

At first the scheme brought little change but the rate of self-purchase increased as patrocinados accumulated cash. Decline in numbers – 1883 100,000, 1886 25,000. The nominal wage did not alter the old relationship radically.

Scott on Cuba 'To a degree, the gradualist strategy worked. Disruption in the labour supply was largely avoided. The artificially low wages and unpaid labour of minors, in conjunction with the continued legality of corporal punishment until 1883, meant that much of the system of slavery was maintained until almost the last minute.'

[Total: 25]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

4 Examine the options open to freed people after the abolition of slavery (after 1838).

Proprietors tried to curtail the rights of labourers and reduce their bargaining power.

Various suggestions about motives for moving: the memories of the horrors of slavery, desire to be unproductive, because of employers' actions (coercion), desire for better wages (emigration), free villages, urban centres or whatever opportunities were available.

Candidates may reject the idea of a mass exodus of freed people at the time of emancipation, giving reasons why some would remain on plantations. There was some evidence of early movement (Jamaica, French possessions) but not everyone had the option to move (Barbados). Over time, as reactions to planter actions and changing situations, there was increased movement to form free villages or obtain peasant holdings. Not all of this was a rejection of plantation regimes as many continued plantation work but they chose the time, the employer and the conditions (wage, day labour, task).

Particularly in the case of skilled workers (masons, carpenters) there were new opportunities and higher wages to be had, in many cases in towns. Domestic and service jobs were available so there was some country to town migration. Commercial opportunities as market traders, peddlers, shopkeepers were among the possibilities.

Those who continued to use their agricultural skills had options, as labourers (resident/itinerant), as small farmers producing for local markets, and, over a period, as innovators helping to diversify local economies.

[Total: 25]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

5 Explain why and how obstructions were placed in the way of the development of peasantries in British and French Caribbean colonies.

The element of 'why' in the question is linked to the impact of emancipation on planters' ideas and prospects, and the needs in sugar production for a steady, dependent, affordable and malleable labour. Many planters viewed the prospect and impact of emancipation as a personal problem, both for their view of what colonial society was and for their control of the sugar economy. As time passed they used their position as legislators, legal landowners and employers in order to retain their position. With the mindset particularly obvious at the time of emancipation, various tactics were employed.

The aspect of 'how' obstructions were placed can be illustrated in many ways.

- lack of access to crown land/prohibitions on squatting/high price on land for sale/large lots (Bahamas 1836 £1 per acre: 1839 not less than 40 acres).
- planters refused to sell land in some islands (Antigua, St. Kitts, Barbados).
- even where land was abundant (Jamaica, Trinidad, British Guiana) governors were persuaded to pass laws restricting the development and free villages (British Guiana).
- eviction of squatters in Trinidad.
- St. Vincent – high price of land (up to £30 per acre), land unsurveyed, high taxes on smallholders and leaseholders.
- linking access to land to estate labour and residence (Barbados).
- in French colonies, many measures to ensure work on plantations and aim to restrict movement to towns.

In the end, planters had to realise that they could not stop the freed people from acquiring land.

Reward those who give detailed territorial illustrations.

[Total: 25]

6 To what extent did immigrant labour help to maintain the Caribbean sugar industry after 1850?

Candidates may indicate that it was an important factor in British Guiana and Trinidad, point to Chinese in Cuba as providing for a need 1860–80, all territories where sugar production was maintained. Immigration absent in Barbados. The role of Chinese in Cuba was probably minimal but there were other sources of immigrants. Cuba also used white workers.

In addition to the use of immigrants, other factors at work in Cuba, Trinidad and British Guiana new methods of producing sugar, large fertile areas, Cuba also use of railways, Central market in and finance from USA.

In the cases of Trinidad and British Guiana, Indian immigration was a major factor. Both had virgin land to develop but had lacked large slave population. 1850s immigrants boosted industry (to 1917). Other factors – mechanisation and management (amalgamation).

Long contracts and estate residence provided labour under the control of planters, providing continuous labour needed on sugar plantations. Immigrants as competition in labour markets helped to reduce cost. (The immigration schemes were expensive however).

Candidates may use broader examples of sources of immigrants and further regional cases.

[Total: 25]

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

7 Explain why there were differing opinions about providing educational opportunities in the British Caribbean from 1835 to 1900.

- 1 Provision for education came as part of the 'package' with emancipation.
 - 1835–45 grant from Britain towards education 'popular education in the West Indies was considered as a means of social control by which the multitudes could be tamed, social barbarism suppressed and the social system preserved'. View of Assemblies and planters followed these lines.
 - Missionaries provided education, helped by grant (not Baptists). Among motives was to build up their congregations. Seen by authorities as 'allies of convenience capable of stabilising the labouring people and inculcating them with a sense of social responsibility, thrift and industry'.
 - Stipendiary magistrates advocated education to improve morality.
 - Employers had mixed views: some thought education made pupils unfit for labouring: others felt education produced better workers.

- 2 Reactions to what was provided.
 - There was some enthusiasm among parents and church goers, but attendance of pupils often irregular – children kept at home to help with family work.
 - Dissatisfaction developed: resistance to industrial education 1850s onwards.
 - By 1850 loss of interest both in missionaries and schooling (quality of curriculum, industrial education, lack of obvious social mobility) – 'education seemed to aim at social conservatism'.
 - Standards were often low and criticised by inspectors.

- 3 Attitudes to funding.
 - islands slow to fund education as grant ended.
 - spending often small as a proportion of public spending.
 - Mico Charity did much early in period (teacher training).
 - Baptists refused grant – raised own funding.

- 4 Other issues.
 - in general, schools provided a basic education – 3 Rs.
 - secondary education a small part of the scheme but expanding towards 1900.
 - by 1900 providing a route to becoming lawyers, teachers etc. 'education offered a chance of mobility, for an escape from the harsh restrictive world of manual labour, and this was an opportunity that was grasped by coloured and black families'.

[Total: 25]

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2009	9697	06

8 Explain the causes and results of the Morant Bay Rebellion in Jamaica in 1865.

Candidates may attempt to explain the background to the Morant Bay riots in a number of ways.

- 1 Longer term by reference to the period since emancipation – problems of sugar industry, employment and government.
- 2 Medium term by dealing with the period 1860–65 ‘rapid succession of economic and political catastrophes – each of which would by itself have raised serious problems’. Renewed sugar depression (unemployment, wages), impact on economy of religious revival, US Civil War and prices, floods and droughts – effects on food production, land issues.
- 3 Particular references may be made to Underhill and Queen’s Advice.
- 4 Importance of personalities – Gordon, Bogle, Eyre.
- 5 Conditions in St. Thomas in the East and Morant Bay – centre of discontent, Custos and Vestry.
- 6 October 1865 – Court House, Bogle and deaths.

On the results

- 1 References to the change in Crown Colony government – possibly linking timing with Morant Bay or Governor Eyre.
- 2 The pluses – improved conditions (especially Grant), administrative apparatus of modern state, new courts, medical services, public health, roads, bridges, education.
- 3 Missed opportunities: autocratic aspects (Grant): white dominance, foreign officials, lack of training for Jamaicans within government.

Conclusions – a balance

Jamaica more orderly, law abiding, healthy etc.

but

Did not adequately protect the interests of the poor and ignorant or provide apprenticeship in responsible government.

[Total: 25]