

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/06**

Paper 6, 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.

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## GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

Band	Marks	Levels of Response
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 and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections 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.
3	16–17	Essays will reflect a clear understanding of the question and 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 descriptive or narrative 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.
4	14–15	Essays will indicate attempts to argue relevantly although often 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 organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements 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.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that 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.
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. 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.

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## SECTION A: SOURCE-BASED QUESTION

### 1. THE SUGAR PLANTATIONS IN JAMAICA

**'Plantation owners in Jamaica were responsible for the problems of the sugar industry after emancipation.'** How far do Sources A–E support this statement?

Source A agrees – hint about labour though

Source B disagrees – emphasis on labour issues

Source C agrees

Source D disagrees

Source E mainly disagrees but with qualifications

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

These answers are written about the issues raised about sugar production in Jamaica but ignore the key issues in the question, i.e. they will not use the information / evidence to test the hypothesis. Include in this level answers which use information taken from the sources but only 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 A and C.

#### 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. B, D and E disagree, A and C agree.

#### 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 dwell on the problems of providing suitable labour stressing Source B and using others selectively (D mentions competition). The origins of the sources, the likely points of view of the authors, the degree of detachment, the dates of writing context etc. could be used. (Jamaica not necessarily a typical colony.)

#### 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 a hypothesis.

Candidates may comment on the fact that Sources B and D are official documents whilst the remainder are more informal, that some are strongly worded (A and C), others more detailed (E).

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- 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. Sources B and D appear to justify the status quo / blame the less powerful, contrast A and D which are both personal observations and by less 'defensive' observers.
- 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. link with emancipation (labour issue) and competition (post Sugar Duties Act) and / or particular local issues etc.

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## SECTION B

### 2. Explain how emancipation was achieved in Haiti and other parts of the French colonised Caribbean between 1794 and 1848.

In 1794 France 'decreed the total abolition of slavery in French dominions'. This arose because of the situation in France during the revolution and, in Haiti, against a background of issues linked to the rights of mulattoes (Ogé) and the impact of the decree on the slave population. In Haiti, the rise of Toussaint after 1794, including opposition to British troops, helped to create a situation in which Toussaint was the de facto ruler. Napoleon came to power in France and the reintroduction of slavery was threatened. French military action was successfully resisted through the leadership of Dessalines and Christophe. Slaves were free and the French departed. However, in Martinique and Guadeloupe slavery was re-imposed. After 1820 there were anti-slavery activities in France, governments acted to improve conditions for slaves (amelioration measures 1833 and 1845), slave resistance continued (Martinique 1822, 1831, 1833) and economic changes (beet) weakened the sugar interest.

From 1830 opinion in government was favourable to emancipation but the problem was how to bring it about. In 1848 a political revolution came about. This created a situation in which a sympathetic government (Republic) and minister (Schoelcher) took action. Abolition was proclaimed on 3 March 1848 with the immediate freeing of slaves without a period of apprenticeship (unlike Britain).

### 3. Why was the Apprenticeship Scheme in the British Caribbean ended in 1838?

According to the 1833 Emancipation Act the period of apprenticeship for praedial workers was to end in 1840. Non-praedials were to be freed in 1838. This was an anomalous situation. As the latter date approached trouble was anticipated. In addition the scheme in general did not seem to work well, adding to the pressure to bring apprenticeship to a premature end.

Apprenticeship seemed to be devised to favour the former slave owners, though some measures were taken to aid the apprentices (special magistrates, times of labour, manumission). In practice, for many former slaves, the conditions of slavery were maintained. It proved to be impractical for the apprentices to be part free and part slaves. Planters remained effectively in control.

British abolitionists began to protest about abuses as early as 1835. In 1836 Sturge, Harvey and Scoble went to the Caribbean to secure evidence about the working of apprenticeship. Their published works condemned what was happening. Agitation for the ending of apprenticeship developed but the government did not react to end it.

By 1838 planters were wondering what they would gain if apprenticeship continued. They were concerned about what might happen when some apprentices were freed under the terms of the act, while others were not. One by one the legislatures brought apprenticeship to a close. The British government had failed to take actions which might have made the system work better (e.g. its parsimony in regard to SMs).

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**4. Discuss the causes of the movement of freed people away from sugar estates.**

Emancipated people had unprecedented control over their social movement: they had greater bargaining power over working conditions and wages and the right to relocate into new communities. Historians debate the extent to which freed people left plantations when full freedom came and whether the movement was immediate or gradual.

**Possibilities**

- reacting to the past – ‘horrors of slavery’ – counter argument that there was the need to support themselves and their families, so, if conditions were fair, they stayed
- planters’ attitudes; many coercive strategies used, mindset of ‘masters’; could lead to departures
- mass exodus or gradual movement – many left for specific reasons e.g. evictions or imposition of high rents
- early suggestion – Harmer c1840 suggested ‘desire to be unproductive’; had few needs, ‘will lay down under their plantain trees’; against this many grew and marketed produce
- off estate opportunities; desire to live in their own villages, offering occasional labour on estates or exploring other opportunities e.g. work in towns
- migration to other territories – high wages in Trinidad

**Comments**

Movement off estates did not necessarily mean the abandonment of estate work. The new situation allowed choice of when and where to work. There were different experiences by territories – Barbados, Antigua, Belize. Landlords were able to control labour when alternatives were lacking. Variations in the wider Caribbean e.g. French Guyana had abundant land available ‘freed people immediately turned their backs on estate labour’. In Martinique after 1870 some exchange of labour in return for the use of huts and provision grounds. On the issue of timing, there was a steady rise of the peasantry in Jamaica in the 1840s which then continued through to 1900 (possible link with the decline of sugar there).

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**5. Examine the contributions of the peasantry to Caribbean economy and society before 1900**

Background – post emancipation establishment of peasantries affected plantation labour. Some peasant settlements were made near estates. There was a break from the past and some of the limits associated with it (actualising emancipation).

Economic examples;

- peasant production for local markets and own consumption reduced dependence on food imports and created internal market structure (middle men etc.), participation in export markets brought profits – used for luxuries, education of children etc.
- peasant producers diversified crops, reduced dependence on sugar and earned money (Tobago sugar was kept going by peasants)
- changes in economic assumptions away from dependence on sugar and plantations
- new crops introduced: older ones revived, bananas in Jamaica, rice in Guyana etc.

Social and cultural impacts;

- formation of free villages, creation of community amenities, markets, churches, schools, roads – keeping customs alive
- activities – agitation for better health and education facilities; self-help through local co-operatives, friendly, benefit and agricultural societies, cooperative banks. Some qualified for franchise (small scale participation in political life)
- development of black middle class can be partly attributed to the land-holding peasantry

**6. Explain the problems of securing a suitable supply of labour for sugar plantations after emancipation.**

Emancipation led to the disruption of customary labour arrangements. Freedom to move from estates and to choose when and where to seek plantation employment created issues. Growing sugar production in Trinidad and Guyana required the expansion of the work force from its comparatively low level in 1830. Immigrant labour would provide competition for that of former slaves.

Various experiments (1840s) etc. proved inadequate. There was some inter-island migration. Various experiments with the use of European and Chinese labour did not adequately meet the requirements, for a variety of reasons (health, capacity to work in tropical conditions, numbers). Early use of Indians raised problems which government regulations sought to cover. The scale of the needs in Trinidad and Guyana was an issue. Having fixed upon Asian sources as the major recruiting grounds, issues of suitability, retention, transportation, contracts, costs (Indians / Chinese) had to be faced.

As far as the British Caribbean was concerned, Indians provided the best solution. The government of India had concerns about all aspects; recruitment, transportation, welfare, which ultimately led to the ending of Indian indentured labour. Compared with other groups of immigrants, Indians were the most adequate in numbers, adaptability etc. but there were issues linked to the terms of indentures and the need for a continuous supply of new recruits. Government involvement in financial terms was heavy. Spanish, Dutch and French colonies also involved. The widespread use of indentured imported labour led to concerns about 'a new system of slavery'. Anti-slavery bodies compared imports of labour with aspects of the slave trade.

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**7. To what extent did governments in the Caribbean take responsibility for social policies for the public good in post-slavery societies?**

Post-emancipation some issues which had been covered in slavery (health) and others which were new (education) became matters for government.

- Education – provision under Negro Education Act lasted 10 years; then any responsibility rested with each colony. Early structure overseen by government (inspection); 1850s onwards, local finance was mean, Trinidad ward schools possible example; ‘To what extent’ should be assessed.
- Health, patchy provision and epidemic crises;
  - there had been some provision on estates pre-emancipation but responsibility no longer rested with estates and there was a lack of doctors in countryside and a lack of hygiene in towns
  - cholera epidemic c1850; few hospitals
  - health of immigrants led to government intervention in Trinidad and Guyana – state of health of Indians was an issue which was dealt with by government regulations and initiatives
  - Jamaica – regulation of markets, provision of drinking water, drainage schemes (Grant)
- Actions taken:
  - at individual government level there were various responses; regulations in Guyana concerning health on estates – hospitals, nurses, doctors, inspection
  - public health in Jamaica, hospital in Barbados
- Possible other matters:
  - transport
  - roads
  - drainage
- ‘To what extent..?’ element might concentrate on the limits of action; little secondary education, no compulsory attendance, persistent endemic diseases were characteristic around 1900

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## 8. How did the people of Cuba seek to regain freedom from Spanish rule?

There was little thought about independence from Spain in the first half of the nineteenth century but revolutions elsewhere and the independence struggles in South America inspired Cubans to desire freedom. By 1860 Cuba was a great sugar producer and important to Spain economically and politically.

Before 1860 there were groups of exiles plotting actions. Not until 1868 was there a great effort to liberate Cuba from Spanish rule – the First War of Independence.

- Declaration of Yara 1868 – independence proclaimed by Cespedes
  - 1878 Treaty of Zanjón offered reforms, a voice in Spain, abolition of slavery
  - defeat for the more radical element in the independence movement
- 1878–95 were years of uneasy truce. Martí emerged as leader of the independence movement but there were divisions about aims (local autonomy under Spain, complete independence, annexation by US). Martí stood out for full independence obtain by arms.

1895–8 Second War of Independence

- Martí the inspiration and organiser, killed 1895
- unlike earlier revolts, it had widespread support, war was fought by the poor and often black Cubans, armed groups rose in 5 provinces
- Spain offered autonomy and a truce but fighting continued
- Spanish-American War 1898: Spain relinquished control of Cuba
- Cuba was nominally independent but under US military government
- Martí set aims, independence, war, democracy

1886 onwards, Afro-Cubans campaigned for equal rights.

1895–8 Afro-Cubans had access to positions of authority and expectations increased.

Comments on role of Afro-Cubans:

- 'Because Spanish colonialism epitomised discrimination against them blacks joined the ranks of the Liberation Army in massive numbers and during the war many built up high expectations for their future in an independent Cuba.'
- 1895 from the insurgency's beginning, blacks joined en masse for a variety of reasons, ranging from the need to flee Spanish repression to the possibility of improving their personal lives or contributing to the fight for a just Cuba.