

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Level**

## **MARK SCHEME for the May/June 2013 series**

### **9697 HISTORY**

**9697/06**

Paper 9, 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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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	<i>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.</i>
2	18–20	<i>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.</i>
3	16–17	<i>Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and the 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.</i>
4	14–15	<i>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.</i>
5	11–13	<i>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.</i>
6	8–10	<i>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.</i>
7	0–7	<i>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.</i>

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## Section A

*'In the 1830s, ex-slaves had no more than the promise of future freedom.'* How far do Sources A–E support this statement about the situation in the British Caribbean?

### Notes

Source A – supports but see paragraph 2 (partial freedom)

Source B – possible freedom for some (under conditions)

Source C – can be taken either way, slavery to end but...

Source D – disagrees, freedom from estates

Source E – disagrees, freedom of choice

**LEVEL 1: WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES** [1–5]

These answers write generally about 'the promise of freedom' but ignore the key issues in the question i.e. they do 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 writers, rather than testing the hypothesis.

**LEVEL 2: USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE OR SUPPORT THE HYPOTHESIS.** [6–8]

The 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 e.g. aspects of Sources A and C.

**LEVEL 3: USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE AND SUPPORT THE HYPOTHESIS.** [9–13]

As L2 these answers use the sources at face value. They show that testing a hypothesis involves both attempting to confirm and disconfirm it. Sources D and E show that freedom exists.

**LEVEL 4: BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE OR SUPPORT THE HYPOTHESIS.** [14–16]

These answers show a capacity to use the 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. Sources B, D and E find reasons why freedom had been achieved, B and D may be linked and E may indicate the advantage taken by freed people.

**LEVEL 5: BY INTERPRETING/EVALUATING SOURCES IN CONTEXT FINDS EVIDENCE TO CHALLENGE AND SUPPORT THE SOURCES.** [17–21]

These answers demonstrate that testing the hypothesis involves both attempting to confirm and disconfirm the hypothesis, and are capable of using the sources to do this (i.e. both confirmation and disconfirmation are done at this level). As L4 plus uses particularly Source A (provenance, date) to explain 'no more than the promise' and in Source C picks out the uniqueness of Antigua.

**LEVEL 6: AS L5 PLUS EITHER (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED, OR (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW NEITHER CHALLENGE NOR SUPPORT IS PREFERRED.** [22–25]

(a) Possibly Sources D and E taken together suggest an interpretation of freedom as something evolving into more than a promise.

(b) May suggest that freedom can be interpreted in different ways – legal, social, economic – and taken together the sources simply illustrate that.

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## Section B

### 2 How important were economic forces in bringing about the abolition of slavery in the Caribbean area?

Most historians ascribe a mix of motives – political, social and economic – to the ending of slavery. The actual process of emancipation was a long drawn out affair. Various arguments have been stressed by historians at different times. The successful abolitionist campaigns, the stress on economic motivations (slavery was abandoned because it was no longer profitable) and the activities of the slaves themselves have all been given prominence. A factors approach is anticipated. The question is not just about British emancipation.

- Humanitarian campaigns were important in Britain and France especially. Around 1830 the campaign in Britain gathered impetus as a radical generation took over from the cautious Wilberforce and his colleagues. Parliamentary and national campaigns were prominent in 1832–33. In France Schoelcher's tireless campaign and voluminous writing won him admiration among the revolutionaries in 1848. In 1834 the *Société pour l'abolition de l'esclavage* was founded. Other movements followed in Holland and Spain.
- Economic arguments link changes from agricultural dominance to industry, towns and the desire for free trade. Caribbean sugar production lost support and was seen in Britain as high cost/low profit and an increasing political liability with the growing political influence of industrialists. In France the viability of colonial sugar planters eroded, the rise of beet sugar causing the price to drop. The Dutch questioned the benefits of slavery to consumers and the national economy. In Cuba, sugar expanded but the labour force was increased by indentured Chinese and 'free' white labour replacing the slaves.
- The activities of the slaves themselves played a part. Resistance was violent or passive. Haiti is the prime example of emancipation through violence although 1848 events in Danish St Croix also had a direct impact. Through the history of slavery there was black resistance at lower levels and also local violence in the years immediately before emancipation e.g. the Jamaica Rising, 1831.
- Political events in Europe and the Caribbean were important in explaining when particular emancipations came about. After 1789 France impacted on Haiti first with emancipation proclaimed. This was withdrawn by Napoleon I but subsequently restored as French forces were decimated in Haiti and weakened by the resumption of war in Europe. Significant political developments in Britain after 1830, and France in 1848, helped pave the way for emancipation. The War of Independence in Cuba (1868–78) and its aftermath influenced the emancipation process there.

### 3 Examine the similarities and differences of the transitional systems between slavery and full freedom in various Caribbean colonies.

Various general points can be made. The passage of Emancipation Acts did not mean that the freed people immediately became free citizens with all the civil rights and liberties of white communities. A common theme behind each Act was the desire to preserve the labour forces for plantations. This was favourable to the plantocracies. The measures were extremely detailed. The schemes did not work out as expected and some ended prematurely. The legislation of each colonial power had common themes but the details varied.

- British Act: effective from 1834, providing for apprenticeship of 6 years for praedial slaves and 4 years for non-praedials. Apprentices to be paid for work over 40.5 hours per week, remain on the estates where they had served as slaves and receive allowances. Children under 6 (mostly) to be freed immediately, manumission could be bought. Stipendiary Magistrates were to oversee details as 'Architects of Freedom'.
- Dutch Act: effective from 1863 with apprenticeship for 10 years for those aged 15 to 60 years (staatstoezicht), given minimum wage. Could choose their employer and had to sign

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contracts. This system did not work smoothly, labour was lost (some by emigration) and many did not sign contracts.

- Danish scheme of 1847: new born were free (Free Birth, Free Womb), adults to serve 12 year apprenticeship. Full freedom granted in St Croix (1848) after rising but in 1849 all those who wanted to remain on plantations were to enter into contracts with employers.
- Spanish colonies: Moret Law, 1870 freed all slaves born after 1868 and those over 60 years old. In 1873 remaining slaves in Puerto Rico were to provide 3 years of compulsory labour before being freed. The emancipation measures for Cuba, patronato, provided both for purchase of freedom to 1884 and then gradual emancipation by stages to 1888.

No scheme was a permanent solution to the need for labour on the plantations. Most did not work out as planned: both those of Britain and Cuba ended prematurely and there were evasions and disputes as well. Some candidates may refer to Haiti where Toussaint, Dessalines, Christophe and Boyer all introduced measures to keep the labour force on the plantations.

#### **4 Examine the ways in which emancipation affected the relationship between fully freed people and former slave owners.**

Once full freedom was achieved, the relationship of planter and worker shifted from the authoritarian regime of the master to one in which labour had choices. From the point of view of the plantation economy a steady and reliable workforce was necessary but this became less easy to command. The majority of traditional proprietors did the best they could to curtail the rights of workers and reduce their bargaining power but the pattern was mixed. The varied circumstances of the region led to differing responses.

- They continued their domineering attitudes from the slave-era, choosing to use coercive tactics to obtain estate labour – the rent/wage system, linking residence on estates to working there, contracts, using trespass and vagrancy laws. In the French colonies, government imposed restrictive measures (taxation, ateliers de discipline).
- They used conciliatory tactics, higher wages (Trinidad and British Guiana), metayage (St Lucia, St Vincent, Tobago, Bahamas, Grenadines). However, landowners felt the loss of control and did not accept metayage as a permanent solution.
- Sometimes specific conditions dominated responses. In Barbados there was little alternative to estate labour. Trinidad and British Guiana had a small labour force; therefore more attractive wages were paid.

With the coming of full freedom emancipated people had greater bargaining power over their working conditions, to relocate away from plantations and to negotiate for better wages. All this conflicted with the planters' desire for regular, cheap labour:

- able to choose when and where to work and for how long; to move to towns or emigrate for better wages
- had commercial opportunities, peddlars, traders, retailers, shopkeepers, skilled labour
- could move to agricultural opportunities outside plantations e.g. in Jamaica by 1860 only 40,000 worked on estates whereas the number of enslaved people had been over 300,000 in 1834
- wanted fair conditions and adequate wages and to enjoy family life.

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**5 To what extent did the development of peasantries affect Caribbean plantation economies?**

Peasantries developed in all Caribbean territories. Caribbean peasants worked part-time for wages on the estates to supplement their incomes. The formation of peasantries was attractive to freed people as a way to individual freedom and independence. In general peasant development was seen as an obstacle to plantation security (of labour) and development was not encouraged by colonial elites. Landed elites tried to prevent access to land, seeing the peasantry as detrimental to their interests and labour force.

There was a widespread concern about the shortage of labour on plantations. Sugar production was labour intensive, especially at crop-time when activity could be frantic. Unable to command a labour force as previously, planters complained loudly. Not all territories were equally affected. Labour in Barbados had little alternative to plantation employment. In Trinidad and British Guiana, where labour had been short before emancipation, immigration was beneficial. In Haiti freed people wanted to leave estates to farm on their own account. Coercive measures were imposed to frustrate the development of the peasantry. Haiti did not recover as a sugar producer – possibly the peasantry was a factor in this.

By 1870 peasantry in the French colonised Caribbean had grown. Immigrant workers were used as an alternative labour force. In Jamaica sugar production suffered many problems; the impact of Emancipation and Sugar Duties Acts, poor management and availability of land beyond the plantations to allow peasantries to develop. Over time the British colonies suffered from competition and were priced out of the markets. Peasantries helped to change the nature of economic thinking in the Caribbean, replacing plantations with a group which had little interest in the survival of sugar. In Cuba peasantry was not an important factor.

Contemporary opinion among planters and government authorities; according to G Eisner, writing about Jamaica, ‘the island depended on the large plantations and that scarcity of labour alone was the cause of their declining profitability.’ To counter this some historians accept that the peasantry did much to compensate for decline of the islands’ sugar trade, which had many causes.

**6 Assess the effectiveness of planters’ efforts to deal with the problems of the Caribbean sugar industry in the nineteenth century.**

Problems for British colonised territories;

- three great blows to the sugar industry; abolition of the slave trade and emancipation affected labour, Sugar Duties Act opened British markets to competition
- local elites were unable to deal with the shortage of capital, poor estate management, the need to innovate and high production costs
- world-wide expansion of sugar production, both cane and beet
- estate values fell.

British colonies in detail – a mixed picture;

- Jamaica unable to adapt
- increased productivity – Barbados, St Kitts, Antigua
- Trinidad and British Guiana able to adapt because of immigrant labour, fertile land and investment, the adoption of technological change, larger mills and centralised factories, the amalgamation of estates and preparedness to use improved machinery
- the extent to which the changes were applied depended on the availability of capital, entrepreneurship and optimism
- in smaller territories the sugar industry virtually disappeared by 1900 (e.g. Montserrat, Nevis, St Vincent, Grenada).

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French Caribbean;

- Haiti had been France's largest producer and there was a drastic decline after 1790s
- Martinique and Guadeloupe remained primarily sugar producers until 1870s – railways, central factories and financial support from Société Credit Agricole were significant.

Spanish Caribbean;

- Cuba was an immense success story – exports increased 3000% between 1800 and 1914 (Barbados 400% in the same time period)
- Cuba had many advantages including fertile soil, estates and factories which were larger, more land for cane, had been mechanised earlier, used Chinese labour, kept slavery until the 1880s, was well capitalised, had good access to markets after the Sugar Duties Act – this contrasted with most British producers
- on the other hand the Cuban industry was affected by civil war, the ending of slavery and sugar beet competition
- from 1880 US capital helped to reorganise the already successful industry and production almost doubled post-slavery (Cuba produced more sugar than all the British territories combined).

By the end of the nineteenth century, most Caribbean sugar producers were suffering as a result of competition, both from other cane producers and beet. Production in Barbados, Trinidad and British Guiana did increase greatly but not at the rate achieved by Cuba – which also had the advantage of the nearby market in the USA.

## **7 Explain how and why health facilities developed in British Guiana and Trinidad after 1850.**

By 1850 regular Indian immigration was under way. It was concern about the health of the immigrants which led to a regulated system of health care. After emancipation freed people became responsible for their own health care. At this time there was no system of care and little provision outside the main towns. Once immigration was under way, employers of immigrants were responsible for caring for the sick, a duty not always carried out. General concerns about mortality led both British Guiana and Trinidad to make detailed regulation for a pattern of health care which eventually also applied to the general population.

British Guiana was the first to act. In 1859 an ordinance laid down details of the provision that each estate hospital should provide. This covered the presence of a nurse, the provision of some medical equipment, visits by a doctor three times a week and a medical inspection to be made every six months. Serious cases were to be moved to public hospitals. By 1861 the system worked reasonably well and the death rate was on the decline.

Meanwhile in Trinidad there was no access in remote areas to hospitals and there were no estate hospitals on the Guianese model until 1865. Back in 1850 the regulations concerning immigrants stated that no one should be sent to the estates without adequate medical provision. This was ignored. Doctors should have visited the estates once or twice a week but the arrangements proved inadequate. In 1865 an Ordinance made it compulsory to send sick immigrants to hospital and in 1866 estate hospitals were made compulsory. Government medical officers were appointed in Trinidad (1870) and British Guiana (1873) and each district was to have its own doctor. By 1868 Trinidad's provision was roughly equal to that of British Guiana.

In British Guiana the legal obligation was limited to immigrants but negro workers were usually allowed to receive treatment. This was extended to the population as a whole in 1873. The same also applied in Trinidad. The government had accepted full responsibility for maintaining the rudiments of a medical service and abandoned the earlier policy of trying to compel private employers to undertake the task. After emancipation neither the imperial government nor the colonial authorities took any interest in the health of the former slaves. Were it not for the arrival of indentured immigrants this situation might well have endured.

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**8 Explain the significance of the Morant Bay Rebellion in the history of Jamaica and the British Caribbean.**

The broad background to this event is that of the working out of emancipation. The representative Assembly had resisted changes in the constitution of Jamaica. The result was the persistent neglect of the welfare of society as a whole. Services such as education and health were scarcely provided for. Justice was dominated by the white community and property owners. Injustice flourished. Among the white elite there was support for reforms.

Between 1861 and 1865 Jamaica suffered from economic depression and high food prices which were linked with the effects of the US Civil War. Droughts affected subsistence farmers and the closure of estates led to unemployment. There were problems of access to land for the freed population and all these factors contributed to the social and economic malaise.

In 1865 events at Morant Bay and Stony Gut led to brutal repression under Governor Eyre. He persuaded the Assembly to vote itself out of existence, leaving the imperial parliament to provide a new constitution. In 1866 the Jamaica Act imposed crown colony government. 'The constitution was not changed by the British – it was changed by the white Jamaicans. They changed it after the riots but not because of the riots. They did not want to change representative government, they were tricked into it by Eyre.'

Between 1866 and 1874 J P Grant was Governor and he accomplished much. The financial administration was improved, new courts dispensed justice to the poor, land ownership received attention, public education and health services were started and new roads and bridges were built. This improved communication, fostered oneness and became a basis for nationalism. But the Governor's rule was autocratic, the main officials came from Britain and the government was centralised and paternalistic. The banana industry prospered, but not because of government help. It was impossible to prepare for representative and democratic government.

This critique is based on an article by F R Augier. Clinton Black's view that 'The year 1865 was a turning point in the island's history. It marked the end of what was called the 'dark age' which had begun in 1838, and it is a good point from which to view the new Jamaica taking shape' differs in emphasis.

The Morant Bay rebellion brought an end to the old representative system of government, not only in Jamaica but in nearly all the other colonies. Barbados was the exception. The strengths and weaknesses of the change mirrored those seen in Jamaica. White domination of the government continued.