

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®] EXAMINATION**

MAY/JUNE 2013

**CARIBBEAN HISTORY
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

Paper 01 consisted of 60 multiple choice items, which tested knowledge and comprehension. Performance on this paper was fairly good.

Paper 02 consists of six short answer and 13 essay questions, testing the nine themes of the syllabus. Each question is worth 25 marks and candidates are required to answer three questions, one from each of the three sections, for a total of 75 marks. Candidates performed only moderately on this paper and this is a source of concern. For the reasons outlined below, candidates have not been able to earn maximum marks even when it is evident that they do possess some relevant knowledge.

For Paper 031, the School-Based Assessment project, students, guided by their teachers, were required to select a topic and write a project report using the guidelines provided in the syllabus. This year's performance shows an improvement over the previous year.

Paper 032, the Alternative to the School-Based Assessment, is designed specifically for private candidates. It is a written paper and candidates are required to answer five questions based on a specific theme identified in the syllabus. The performance on this paper showed an improvement over past years but remains generally weak.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 01 assesses the Knowledge and Comprehension profile. Questions were distributed evenly across the areas of the Core with ten questions set on general trends. Performance across all areas of the core tended to be fairly good.

Paper 02 – Structured Questions and Essays

Section A – Theme 1: The Indigenous Peoples and The Europeans

Question 1

This question tested candidates' knowledge of the features of Columbus' proposal to the King and Queen of Spain, the reasons why Columbus was looking for a new route to Asia and the factors which explained the willingness of the King and Queen of Spain to support Columbus' venture.

The question was fairly popular but some candidates were uncertain about their responses at Part (a) and Part (b) and in some cases provided the answer for Part (b) at Part (a) and vice versa. The responses to Part (a) indicated a familiarity with the general background of the Columbus project but they lacked details of the actual proposal.

Part (b) was more widely known but candidates seemed unable to accurately explain why Columbus was looking for a new route to Asia. Some candidates provided information about the proposal rather than the reasons for seeking a new route. Candidates did not recognize the requirement to provide a discussion of the old route and its disadvantages. Part (c) posed a significant challenge for many candidates who simply repeated what they had written at Parts (a) and (b). Generally candidates were unable to satisfactorily come to grips with the demands of this question and were superficial and speculative in their responses.

Question 2

This question sought to test candidates' knowledge of the consequences for both groups, of European interaction with the Indigenous Peoples.

The question required candidates to list four agricultural crops grown by the Indigenous Peoples to which the Europeans were introduced, to explain why the Europeans in the New World became dependent on these foods and to illustrate how contact with the Europeans affected the Indigenous People. This question was popular and candidates were able to list the full range of crops which were cultivated by the Indigenous People that were new to Europeans at Part (a). Candidates did not seem to understand the requirements of Part (b) of the question and demonstrated limited knowledge of the reasons for European dependency on the foods of the Indigenous Peoples. This part of the question elicited descriptions of European activities in the New World rather than the factors of short supply, preoccupation with the search for gold, infrequency of shipping and the hazards of the long distance trade, in addition to the lack of knowledge of the needs of colonists by those in Europe.

Part (c) was generally well done, with the better prepared candidates producing well informed and analytical responses and in some cases providing more than the required number of points. However, there were responses in which candidates placed emphasis on describing what the Europeans did without concluding that there was decimation of the population, exposure to new diseases, loss of autonomy and freedom, and subjection to the will of the Europeans.

Section A – Theme 2: Caribbean Economy and Slavery

Question 3

This question focused on the people who were used as labourers by the European settlers in the Caribbean before the Africans, the territories which produced logwood in the 1600s, Dutch assistance to the sugar revolution and the social effects of the change from tobacco to sugar or logwood to mahogany. This was a popular question with the best responses attained in Part (b). Most candidates earned full marks for Part (a) (i), which asked them to identify two groups of people who were used as labourers before the large-scale importation of Africans.

Part (a) (ii) provided more challenges. Candidates were not too familiar with those territories which were producers of logwood in the early colonial period and some candidates mixed up European indentured servants with post-emancipation indentured workers. Some candidates did not seem to know that British Honduras was the colonial name for Belize and treated the two as separate entities.

Part (b), which focused on the role of the Dutch in the changeover from tobacco to sugar, was well handled with many candidates scoring full marks. Candidates' responses reflected wide and detailed knowledge of the central role of the Dutch in the sugar revolution in the British Caribbean.

In Part (c) some candidates were unclear about the social effects and included some economic effects as well, but several candidates, who focused on the social effects, produced well informed and accurate responses. Some candidates wrote too, about the social effects on West Africa. Only a few candidates wrote about the social effects of the change from logwood to mahogany and these answers were generally weak.

Question 4

This question required candidates to list four restrictions placed on free coloured men and women in any Caribbean territory and also to describe the activities that provided the opportunity for men and women of all classes to interact during slavery and to examine the ways in which the social status of free blacks and coloureds could be improved. This was the least popular question in Section A with all three parts being poorly handled. Part (a) was comparatively well done but some candidates struggled to find examples of the restrictions that were placed on the free coloureds.

In Part (b) many candidates were able to identify the activities in which there was interaction of all groups in the society. However, some candidates lost sight of “interaction among all groups” and described activities of enslaved Africans in the Sunday market without reference to planters and coloureds who also patronised those markets. Some candidates incorrectly identified the churches, which did not provide opportunities for interaction, as they were for the most part segregated.

Part (c) also posed difficulty as some candidates did not seem to know how free blacks and coloureds could improve their social status. Candidates identified education, skills and property and wealth. Some candidates were able to examine only one or two of the three ways required. Only a few candidates were able to accurately examine all three ways.

Section A – Theme 3 – Resistance and Revolts

Question 5

This question focused on the forms of resistance by captive Africans during the Middle Passage, the Caribbean territories with the largest maroon settlements, the strategies used by enslaved women to deprive the plantation owners of labour, and the ways in which insurrectionary forms of resistance by enslaved men and women created problems for the plantation owners. This was the most popular question in Section A and for many candidates the one on which they earned their best mark.

At Part (a) some candidates made mention of the outmoded (and outlawed) active and passive resistance. These unacceptable terms must be removed from classroom teaching about resistance. Some candidates were unable to identify the resistance methods that were unique to the Middle Passage and read the question to mean general forms of resistance. Thus they included land-based strategies such as running away and maronage in their responses.

In part (a) (ii) candidates were able to identify those territories with large maroon settlements – the Greater Antilles and the Guianas. However, some candidates did not recognize the word “large” in the question and incorrectly named small islands, most often Barbados.

Part (b) was generally well handled except in a few cases where candidates were unable to identify resistance methods used specifically by women. Some referred to pregnancy as a means of female resistance and identified the sexual relationship with plantation overseers or a sweet tongue as means used by enslaved women to get less work on the plantations.

At part (c) some candidates were unable to distinguish between insurrectionary and non-insurrectionary forms of resistance and to accurately and effectively analyse the problems which insurrectionary forms of resistance created for the plantation owners. Some did not seem to be familiar with the terms insurrectionary and non-insurrectionary and some of those who were familiar, were unable to show how these forms of resistance created problems for the planters. Some simply described the forms of resistance. Responses were generally repetitive and focus was mainly on the loss of profits, investment and labour.

Question 6

This question required candidates to name four leaders of the Haitian Revolution, to explain ways in which the Haitian revolution threatened the United States and benefited the Caribbean and to examine the ways in which the long battle for independence damaged the Haitian economy and society. This was not a popular question.

At Part (a), most candidates were able to name three of the four leaders.

In Part (b) many candidates were generally unable to state how the Haitian Revolution threatened the USA. In some cases the response simply repeated the part of the question which stated the revolution threatened the US. Candidates, however, were well informed on the benefits of the Haitian Revolution to the Caribbean in prices, markets and migrant skills to solidify their sugar industry.

In Part (c) some candidates demonstrated sound knowledge of the damage to both the economy and society while other candidates focused mainly on the damage to the economy. In a few cases the well-prepared candidates scored full marks on this question.

Section B – Theme 4: Metropolitan Movements Towards Emancipation

Question 7

The question required candidates to write a speech as an abolitionist in a debate against slavery, speaking against five arguments put forward by your opponents. Candidates were able to reference humanitarian arguments and some biblical viewpoints. However, candidates did not include a debate on economic arguments for and against slavery and some had difficulty presenting arguments to counteract the opponents' viewpoints. Some candidates looked only at one side of the argument and failed to present supporting historical evidence.

Weaknesses

The responses to this question showed:

- a lack of debating skills
- one-sided arguments
- a journalistic approach
- lack of historical information
- little recognition of the need to present the opponents' argument in order to rebut it
- absence of the perspective of a planter based in London.

Question 8

This question asked candidates to imagine themselves as a pro-Amelioration absentee owner and write a letter to a friend living elsewhere in England to discuss the aims of, and reasons for the failure of Amelioration.

Some candidates did not remember that they were required to write a letter so their response did not have the appropriate format.

Weaknesses

- Confusion between Amelioration and Apprenticeship. In some instances they were presumed to be one and the same. This led to the candidate focusing on benefits of the proposals rather than failure of the proposals.
- Similarly on Amelioration, candidates should be prepared to have the perspective of the groups involved in the issue – such as planters, enslaved, free people employers, the imperial government.
- Required letter writing skills were not evident in some of the responses.

Section B – Theme 5: Adjustments to Emancipation

Question 9

As the owner of a sugar plantation in British Guiana, the question required candidates to write a letter to a banker explaining the reasons for the success of Indian immigration in the colony under five headings listed.

Candidates reflected varied competence in their handling of the various sections of this question. While most candidates were familiar with the ‘push’ and ‘pull’ factors which brought immigrants to the Caribbean, some candidates confused the two and discussed pull factors under push and vice versa. Candidates were weaker in identifying the role of the British government, planters and the physical environment. Candidates did not seem to understand what the term ‘physical environment’ meant. This was interpreted as the climate, living conditions and topography of the Caribbean or that the immigrants were previously acclimatized to the climate and/or working conditions in the Caribbean.

Weaknesses

- Too much description of the course of immigration, including intra-Caribbean immigration.
- Missing from most answers was the planter perspective.
- Limited knowledge of financial institutions.
- Focus on the problems of free villages rather than their impact.
- Although candidates wrote on market and trade they did not present much information on diversification of the economy.

Question 10

As a journalist in the British Caribbean around 1850, the candidates were required to write an article examining the social and economic impact of free village settlements in the British Caribbean. Some candidates who attempted this question wrote responses on all five subheadings. Those who attempted two areas chose from among labour, social impact and trade and markets. Some candidates associated free villages with immigrants and failed to focus on what the question specifically asked for. Once they mentioned the immigration scheme, some candidates digressed from the question and elaborated too much on the course of immigration.

Candidates were knowledgeable about the free villages and were able to explain one economic factor of living in a free village but some were not familiar with the social impact of the free villages and the financial institutions that were created.

The terms ‘social’ and ‘economic’ continue to present problems to candidates. Because they cannot differentiate between these two, the requirements of the questions were not satisfied.

There was a common practice of referring to the occupants of the free villages as ‘slaves’ rather than ‘free Africans’.

Weaknesses

- Some confused free villages with villages established by runaways or maroon communities.
- Lack of understanding of the terms social and economic.
- Tendency to be narrative/descriptive rather than analytical.

Section B – Theme 6: Caribbean Economy, 1875-1985

Question 11

Candidates were asked to write a letter to the London Chamber of Commerce assessing the success of five of the measures implemented to ensure the survival of the sugar industry during the late 1800s and early 1900s.

While a few candidates recognized one technology that was utilized in the sugar industry, for the most part candidates were not familiar with the measures taken to keep the sugar industry alive. Candidates seemed to have more information on labour and only a few were able to provide information on science and technology.

Weaknesses

- Some candidates did not present their responses in a letter format.
- Some of those who did failed to heed the dates stated in the question.
- Too many candidates described rather than assessed the measures.
- Limited knowledge on science, technology and capital.
- Some candidates could not specify the technological improvements that were made in the sugar industry.

Question 12

As an employee of the Ministry of Energy of Trinidad and Tobago, candidates were required to write a response to a request from a possible investor, for information on the petroleum industry in two of the four specified areas. This question was not popular and when it was done, the responses were poor. Despite its importance, candidates displayed a marked lack of knowledge of the topic. In fact one response cited official policy which required Board approval for the release of classified information as a reason not to answer the question. Candidates should be advised that such responses cannot earn them any marks and should be drilled in the required approaches to the “imagine” questions.

Weakness

- Lack of knowledge of topic was most evident.

Section C – Theme 7: The United States in the Caribbean, 1776-1985

Question 13

In responding to the question, which asked candidates to examine the reasons for US interest in the Caribbean between 1776 and 1985, a number of candidates overlooked the time frame of the question and wrote extensively about issues relevant to the 20th century. Hence these responses did not address the 19th century issues which the question demanded.

Candidates were familiar with US trade and investment activities in the Caribbean. Some did not appear to understand the concept of “ideology” as the responses in this area were poor.

Weaknesses

- Failure to observe the stipulated time frame
- Lack of understanding of the concept of ideology
- Limited information on trade and investment

Question 14

Candidates were asked to assess the measures adopted by the USA in response to the Castro revolution in Cuba by arguing five points drawn from any two of the four listed measures.

Candidates displayed wide knowledge of Castro’s activities in Cuba, but failed to select information that was relevant to the question and ignored US response to Castro’s actions. There was a general lack of knowledge of Cuba’s impact on the USA and the USA’s response to Cuba. A number of candidates provided good descriptions of measures instituted by Castro but did not provide an assessment of the effectiveness of these measures.

Weaknesses

- Some candidates did not take heed of the “in response to the Castro revolution” and provided descriptive answers of Castro’s policies.
- Some candidates described the course of the Revolution.
- Lack of knowledge.
- Question not interpreted properly.

Section C – Theme 8: Caribbean Political Development up to 1985

Question 15

Candidates were asked to assess the effects of any five recommendations of the Moyne Commission on the political development of the region.

This was the least popular question in this section. Candidates were able to identify recommendations made by the Moyne Commission but failed to make any significant connection between the recommendations and their effect on political development.

Weaknesses

- Responses were primarily narrative/ descriptive.
- Lack of critical thinking skills evident.

Question 16

In examining five reasons for the collapse of the West Indies Federation, candidate were asked to argue from two of economic, political and social factors.

Candidates were familiar with the economic and political reasons for the failure of federation in 1962 but they struggled with making a distinction between social, economic and political issues. Weaker candidates provided irrelevant and inaccurate information.

Weaknesses

- Inability to distinguish between social, economic and political factors
- Tendency to be narrative rather than analytical

Section C – Theme 9: Caribbean Society, 1900-1985

Question 17

Candidates were asked to consider the state of working and health conditions of working men and women in the Caribbean in the 1930s, with reference to at least two from each area. Some candidates provided a comparative essay which discussed issues relevant to the period of enslavement in a question which dealt with the 20th century and so they incorrectly concluded that conditions were better. Some candidates made reference to poor conditions, especially housing, existing during the period but could not relate them to health conditions.

Weaknesses

- Problems with chronology; candidates were unable to isolate those factors which were relevant to the specific time period of the question.
- Limited knowledge of topic; answers tended to be general and journalistic.

Question 18

Candidates were asked to discuss three missionary efforts to convert people from Hindu, Islam, and African religions to Christianity and two reasons for their limited success. This was a popular question that was widely misinterpreted. Many candidates viewed the question as one that could be done without much historical knowledge. Hence responses were either rather sermon-like and based on their views about Christianity, or general and journalistic. Some candidates were unable to relate the question to the appropriate time frame and made continuous references to the period of enslavement and to the “slaves” who the missionaries tried to convert. Too often the discussion centred on the emancipation period instead of the effects of conversion in the early 1900s. Candidates scored few marks in the first part but earned more in the second part.

Weaknesses

- Confusion with chronology
- Lack of historical knowledge of topic
- Prevailing view that historical questions could be answered without historical information.

PAPER 031 – School-Based Assessment (SBA)

On the whole there was an improvement in student performance on the SBA. However, there were some projects which were not related to the History syllabus and some projects also that addressed issues which were far beyond the time frame of the syllabus. Teachers should be more pro-active in guiding students to pursue history topics which lead to the demonstration of higher level of skills of analysis, interpretation and evaluation instead of those that are largely knowledge oriented.

In a few instances cases of plagiarism were identified and confirmed and candidates were penalized.

Paper 032 – Alternative to School-Based Assessment

Although there has been some improvement this year, candidates' performance in the alternative paper continues to be disappointing. In general, only a small percentage of candidates secured over 50 per cent of the marks. Question 5, which carries the most marks (12), proved to be challenging to most of the students. While this question appeared straightforward, many candidates wrote off the point and failed to really examine the factors for immigration. A few, however, scored the maximum or near maximum on this question. It is clear that candidates are not adequately prepared to answer specific questions based on documentary sources. Many treated this paper as an exercise in comprehension and were unable to provide the required additional knowledge.

GENERAL OBSERVATIONS

- In many cases the candidates' performance reflected both inadequate and faulty preparation.
- There are far too many instances when candidates continue to use outmoded terms such as "active and passive" resistance and show little familiarity with the accepted terminology, insurrectionary and non-insurrectionary resistance.
- Candidates demonstrated an inability to discriminate between social, economic and political effects. More attention should be paid to defining and clarifying these terms.
- More attention should be paid to the issue of interaction between social groups/classes throughout the period.
- In some of the more popular themes, candidates reflected a greater knowledge of the course of the event but were weaker in their discussions of the impact. The Haitian Revolution is a case in point. More attention should be paid in class discussions to the consequences of events to different groups of people.
- The responses which required the presentation of an argument revealed candidates' weakness in debating skills. In many cases the counter-arguments were not presented.
- Candidates did not appear to be familiar with terms such as sugar technology and ideology.
- Chronological mix up is now chronic. A greater attempt has to be made to make candidate able to isolate events in their specific time periods and apply the appropriate terminology to groups in that specific period.
- There is a marked lack of knowledge of events in the latter part of the syllabus.
- There is an overwhelming tendency for candidates' responses to be narrative. More opportunities for the development of critical skills must be worked into the preparation of candidates.

RECOMMENDATIONS TO TEACHERS

Paper 02

1. Teachers should pay greater attention to the recommendations in the Subject Report.
2. Embrace hands-on learning where possible. Teaching strategies could include trips to sugar factories, museums, and industrial sites, for example, petroleum and bauxite. Where technology permits, there are websites that can be utilized for this purpose.
3. Make candidates familiar with new developments in the discipline – terminology and interpretation.
4. Devote time to explaining, and emphasizing the importance of appropriate terminology when referring to groups. There were enslaved Africans in the British Caribbean until 1834. Between 1834 and 1838 they were apprentices and after 1838 they were freed Africans. There were no "slaves" in the Caribbean in the 20th century and immigrants were not "slaves".
5. It is absolutely essential that students of history be made to develop a sense of history. For this, chronology is important so that the candidates can appreciate the different time periods during which events occurred and the changes which characterized each period. This will help

to reduce the confusion of events and groups that was evident in some of the responses this year.

6. Greater preparation is required if candidates' performance in essay-type questions is to be improved. Mock debates, simulation exercises and basic letter writing practice can assist in this area.
7. Candidates must be exhorted to read the questions carefully and address the requirements of the question in their responses.
8. Candidates should be urged to avoid personal and emotional responses which are not required by the question.
9. Candidates should be reminded that all statements require supporting historical facts and current opinions are not acceptable to explain historical events.
10. Devote more class time to the change over from logwood to mahogany.
11. Ensure that candidates are made aware of the meanings of basic general and historical terms, such as explain, analyse, social, economic, political, and ideology.

Paper 031 SBA

1. Teachers should make themselves very familiar with CXC regulations regarding SBA projects.
2. Teachers who are uncertain of the SBA requirements should consult the local CXC agency or the local Ministry of Education to secure the requisite information.
3. Teachers should ensure that all candidates observe the word limit for projects.
4. Projects should permit candidates to apply higher-order analytical skills to their projects rather than basic descriptions and narratives.
5. Teachers should ensure that projects are relevant to the syllabus.
6. Candidates should be made aware of the seriousness of plagiarism and the penalties applied for this transgression.
7. Candidates should be encouraged to pay close attention to the requirements for submission of SBA projects. Teachers should try to ensure compliance especially regarding the development of a good rationale for projects.
8. Candidates should be advised against over-reliance on Internet sources at the expense of using quality texts.

Paper 032

1. Candidates must be prepared to respond to the type of questions on this paper.
2. Preparation should include exposure to document-based questions.
3. Questions on past papers should be used as practice guides.
4. Teachers and candidates are reminded that the paper is not a comprehension test.
5. Teachers and students should refer to the current syllabus which specifies the topic on which questions in this paper will be based each year.