

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007**

HISTORY

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GENERAL COMMENTS

The format of the Examination in CAPE History is similar for both Unit 1 and Unit 2.

Paper 01 in each unit consisted of nine short-answer questions, three on each Module. The questions were intended to assess the range of content covered by the syllabus, and questions were set on each theme. Candidates were expected to answer all nine questions. This paper was worth 30 per cent of the candidates' overall grade.

Paper 02, on the other hand, emphasized depth of coverage. Three questions were set on each Module, one of which required candidates to analyse extracts from a set of documents related to one of the themes in the Module. The other two questions were extended essays. Both the document analysis and the essay questions required well-developed and clearly reasoned responses. Candidates were required to choose three questions, one from each Module. They were required to respond to one document analysis and two essay questions. This paper contributed 50 per cent to the candidates' overall grade.

Paper 03, was the internal assessment component. Candidates were required to complete a research paper on a topic of their choice from within the syllabus. This paper contributed 20 per cent to the candidates' overall grade.

Unit 1: The Caribbean in the Atlantic World

Paper 1- Short Responses that Test Coverage

Module 1

This Module focused on Indigenous Societies and their encounter with the Iberians.

Question 1

This question required candidates to describe two economic features of either the Kalinago, Taino or Tupi, and to outline two features of the political system of the group selected. The first part was adequately answered but candidates were more familiar with the Tainos than the Kalinagos and knew very little about the Tupi. The second part of the question was more challenging as candidates confused respective groups with each other and often provided information relevant to their societies and economies than their political systems, suggesting too much reliance on the sometimes faulty memory of CSEC preparation.

Question 2

This question asked for one example each of three different types of evidence that indicated the presence of Africans in the Americas before Columbus' arrival in 1492. Generally, candidates provided examples of evidence without categorizing them, suggesting that a more analytical approach is required for this part of the syllabus.

Question 3

This question required an explanation of two factors that contributed to the Spanish conquest of Mexico and Peru by 1550. Several responses were generally well informed as to relevant issues such as superior weaponry, diseases, internal dissensions and indecisive leadership that weakened the response of the indigenous peoples. However, too many candidates incorrectly focused exclusively on the motives for the Spaniards coming to the Americas, suggesting that candidates are focusing on selected aspects of the syllabus only.

Module 2

This Module focused on the nature and decline of slave society.

Question 4

This question asked for a discussion of two reasons why chattel slavery replaced European indentureship in the Caribbean during the second half of the seventeenth century. Several of the possible explanations were mentioned, such as the permanence of chattel slavery over indentured contracts; the demand for labour of the expanding plantations; the inability to compete for indentured labour with other areas of settlement in the Americas; and African familiarity with tropical disease. However, candidates still confused European and Asian indentureship. Teachers must ensure that candidates understand the respective time lines for these two systems of indentureship.

Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to outline three reasons why the rebellion failed. There were some well informed responses as to the failure of the rebellion selected, such as superior military technology and resources, ethnic divisions among the enslaved peoples, divided leadership and inadequate planning. Nonetheless, far too many candidates confused the 1831 rebellion in Jamaica with the Morant Bay rebellion. The recurrence of this error is cause for concern.

Question 6

This question asked for a description of two strategies employed by the British movement for the abolition of the slave trade in its campaign against the trade, and also to outline the main provisions of the 1807 Abolition Act. There were many disappointing responses as some candidates incorrectly focused on the amelioration and apprenticeship periods or confused the

reasons for abolition of the trade with the strategies employed. Also, ignorance of the provisions of the Act was appalling, given the commemoration in 2007 of the bicentenary of the passing of the Act. Candidates are reminded to differentiate between various stages of the abolition movement, and to be aware of the relevant important details.

Module 3

This Module focused on post-slavery adjustments and nation building.

Question 7

This question required the candidates to give two reasons for the introduction of Indian indentured labour in the Caribbean after 1838 and to outline two hardships encountered by the Indian indentured labourers on Caribbean sugar plantations in the nineteenth century. This question was fairly well done, especially the second part of the question. However, too many responses to the first part presented reasons for Indians leaving India instead of stating the conditions in the Caribbean that encouraged their introduction after 1838.

Question 8

This question asked candidates to explain two ways in which Cuban foreign policy affected CARICOM member states between 1973 and 1983. Very few responses focused on how the establishment of diplomatic links between Cuba and CARICOM affected relations with the USA in the context of the Cold War, as well as how Cuba's close links with selected CARICOM states led to tensions with other CARICOM states which pursued different foreign policies to those of Cuba. Also, few candidates were aware of how some territories benefited from the influx of trained Cuban professionals and technical resources, and from access to professional training in Cuba for students mainly from Grenada, Jamaica and Guyana. Far too many candidates demonstrated very poor knowledge of this aspect of the theme and they are reminded that coverage of the syllabus is important.

Question 9

This question required candidates to briefly describe three changes that Department status brought to the French Caribbean territories in 1946. Generally, the answers neglected relevant issues such as freedom of movement between the departments and metropolitan France; the allocation of more public funds to overseas departments (per capita) than any other part of France; the introduction of the French social security system that led to higher standards of living and more social benefits; and, the equal enjoyment of political rights as other French citizens.

Paper 02- Structured Document Questions and Extended Essays

Module 1

Question 1

This question consisted of three short documentary extracts on the theme of Spanish settlement and conquest in the New World. The candidates were asked three questions (a-c) related to the

theme as developed in these extracts. The responses on the changes that occurred in the society and economy of Hispaniola by 1600 were fairly well informed with candidates demonstrating a good understanding of the issues involved. However, some candidates failed to offer informed commentary on factors that enabled Cortes to re-enter the Aztec capital in May, 1521, suggesting that the topic is being approached without any analysis of dynamic turning points. Also candidates were uninformed on how the *encomiendas* were acquired. Candidates are reminded that higher levels of analysis and explanation are required at this level and they should be adequately prepared to respond to document-based questions.

Question 2

This question asked for an essay which examined the similarities and the differences between the agricultural practices of two indigenous groups from the respective categories in the syllabus before their contact with the Europeans in 1492. Too many responses were descriptive and not analytical and some of the candidates confused the respective groups. Further, some responses were unfocused, dealing with different aspects of the societies and neglecting their agricultural practices. Others dealt with relevant aspects but did not develop their essays. Essentially, these candidates were familiar with the material but lacked an analytical approach. Candidates are again reminded that they must demonstrate skills of analysis and that a listing of information is insufficient.

Question 3

This question required candidates to discuss the claims that Nordic and West African peoples came to the Americas before Columbus. Generally, the responses were informed and some were sufficiently balanced and questioned the merit of the evidence. However, the levels of analysis were inconsistent.

Module 2

Question 4

This question consisted of three short documentary extracts that focused on the British Abolition Movement and the candidates were asked three questions (a-c) on the respective themes in the documents. The responses were mixed, with those to questions (a) and (b) most disappointing. Far too many candidates confused the arguments for the abolition of the slave trade with those for the end of slavery itself. Also candidates seemed not to appreciate fully the factors that prompted Abolitionists to shift from a gradual approach to an emphasis on immediate abolition. Clearly, candidates need to read the extracts more carefully and are reminded that reliance on memory from CSEC History will not suffice. More reading and careful study of this theme in the syllabus is required.

Question 5

This question required the candidates to explain why the Caribbean slave populations on sugar plantations generally did not increase by natural means. Several of the responses were informed and well argued. Some, however, tended to focus exclusively on the actions of the enslaved people and neglected to address issues that were inherent in the plantation regime such as back-breaking work, inadequate diet and widespread disease that also affected mortality rates.

Question 6

This question required the candidates to discuss the statement that Haitian independence in 1804 resulted from a combination of favourable circumstances and bold military campaigns. While candidates appreciated the importance of the role of the enslaved in Haiti in the successful movement towards independence in 1804, several responses were narrowly focused on the bold leadership of Toussaint, Christophe and Dessalines, without weighing the importance of other factors that were crucial to the outcome. More balanced essays also addressed the French abolition of slavery in 1793, the decimation of Leclerc's troops by yellow fever and the support of mulatto regiments for independence. Candidates need to be exposed to the range of issues surrounding the themes in the syllabus and to be encouraged to be more analytical in their approach.

Module 3

Question 7

This question consisted of three short documentary extracts on the economic activities of the freed people in the British Caribbean up to 1900 with three questions (a-c) related to the extracts. The responses were generally informed but some candidates simply repeated the stereotypes contained in Document II. Candidates need to read the extracts more carefully and are to comment on the accuracy and significance of the extracts and not merely to repeat or paraphrase them.

Question 8

This question asked for a discussion of the view that the first two decades of Haiti's independence were marked by instability at home and antagonism from abroad. The responses of the candidates focused more on internal issues such as political divisions and rivalry; the conflict between blacks and mulattoes; and, the destructive impact of the wars of independence. The responses did not address external isolation and hostility from slave-owning countries and the indemnity that Haiti had to pay for France's recognition of its independence. Also, some candidates focused on the pre-1804 period, suggesting that the topic may not have been covered.

Question 9

This question required a discussion of the factors that led Fidel Castro's nationalist movement in 1959 to move steadily towards communism by 1970. Several answers incorrectly focused on why Castro came to power and few demonstrated a grasp of the processes that propelled Cuba toward communism by 1970. There was appreciation of the impact of the USA's antagonism towards Castro's policies and the growing reliance on the Soviet Union for trade and political support. In general, the responses were uninformed which raises again the issue of insufficient coverage of the syllabus.

Unit 2: The Atlantic World and Global Transformations

Paper 1- Short Responses that Test Coverage

Module 1

This Module focused on interactions of the Atlantic World.

Question 1

This question was concerned with the factors in Europe that encouraged European settlements in the Americas and the factors in the Americas that attracted European settlement during the seventeenth century. There were fairly well informed responses giving factors such as religious persecution; political upheavals and economic conditions in Europe that encouraged people to cross the Atlantic, drawn by the vast land resources in the Americas; the prospect of religious toleration; and, the presence of other resources such as fur, fish and timber, as well as the reports of mineral wealth. However, some candidates confused the time period and focused incorrectly on Spanish settlement in the Caribbean in the 16th century. This could also indicate that candidates are still narrowing their focus to the Caribbean and not the Americas as is required by the syllabus.

Question 2

This question asked for three brief explanations of the political ideas of the eighteenth century European Enlightenment. The responses were mixed: some were focused and a few offered no responses or provided irrelevant ones. While there is evidence that this theme is now better covered than formerly, there is still room for improvement and candidates are reminded that full coverage of the syllabus is required.

Question 3

This question asked for an outline of one factor that led to the outbreak of the French Revolution and an outline of two consequences of the Revolution up to 1799. Most candidates identified a relevant issue that caused the outbreak in 1789, but too many candidates were challenged to correctly identify two consequences.

Module 2

This Module focused on issues of identity and industry in the Atlantic World.

Question 4

This question asked for explanations of three ways in which the Atlantic economy contributed to the Industrial Revolution in Britain. There were several focused and informed responses that emphasized the Atlantic as a source of raw materials such as cotton and sugar which fostered manufacturing and refining industries in Britain. The Atlantic also provided markets for industrial products such as textiles and metal ware, and the economy stimulated the growth of Britain's shipbuilding industry.

Question 5

This question asked for an outline of three factors that encouraged rapid industrial growth in the United States of America between 1865 and 1900. The responses were generally well informed and it is clear that the candidates were well prepared for this part of the syllabus. Among the points outlined was the provision of cheap labour by European immigrants; the abundance of natural resources; inventions in science and technology; and, improvements in communication and transportation.

Question 6

This question required a brief discussion of three factors that influenced national development in either Brazil or Venezuela in the post-independence period up to 1900. There were good responses, particularly on Brazil that highlighted significant overseas capital investments in railways, expansion in manufacturing and agriculture, political stability and the influx of European immigrants after the abolition of the slave trade. However, others incorrectly focused on the first two decades of the century, during the respective successful independence movements, underscoring that this part of the syllabus is still being covered selectively and partially.

Module 3

This Module focused on global conflict and liberation movements in the 20th century.

Question 7

This question asked for three measures that were adopted by the Bolsheviks in Russia between 1917 and 1924 to consolidate their power. Generally, the responses were disappointing as too many candidates focused on issues that facilitated the Bolsheviks' rise to power in Russia in 1917, neglecting how they then consolidated that power up to 1924 by way of agrarian reform; the nationalization of banks and cancellation of Tsarist debts; the execution of the royal family and suppression of political opposition; the defeat of the counter-revolutionary forces (white Russians); and, the end to the participation in World War 1. It must be emphasized that candidates should pay close attention to the time frame of the question asked and not confuse related developments over an extended period of time, and to cover this theme fully.

Question 8

This question required the candidates to discuss three factors that plunged Europe into a World War in 1914. This question was generally fairly well done as candidates highlighted factors such as the rigid alliance systems; radical nationalism in the Balkans; and, economic, naval and political rivalries.

Question 9

This question asked for an outline of two domestic strategies that were utilized by the African National Congress (ANC) in South Africa in the struggle against apartheid and for an outline of one international strategy that the ANC utilized in the struggle against apartheid. There were some good answers that highlighted various constitutional methods, the use of armed struggle at home and the mobilization of the international community.

Paper 2- Structured Document Questions and Extended Essays

Module 1

Question 1

This question consisted of three short documentary extracts on the theme of the American War of Independence and the candidates were asked three questions (a-c) related to the theme as developed in these extracts. The responses were generally mixed and not focused and some candidates paraphrased the extracts rather than address the issues. Essentially, the candidates' approach to the document questions indicated that while they were familiar with some relevant details and ideas, they were unable to analyze the significance of these in the given context. When preparing for the documents, candidates are reminded of the need for analysis and to pay attention to context.

Question 2

This question required an essay assessing the impact of the Atlantic trade on West African economy and society up to 1800. This was a very popular question and was fairly well done. However, some candidates wrote descriptive essays that lacked assessment and analysis.

Question 3

This question asked the students to discuss the factors that contributed to rivalry among European countries in the Americas up to 1800. Most candidates were unaware of the relevant information and either wrote generally about rivalry or rehashed CSEC level information about privateers and illegal trading in the 17th century.

Module 2

Question 4

This question consisted of three short documentary extracts on Manifest Destiny and Imperial identity in the United States of America up to 1917, and the candidates were asked three questions (a-c) on the respective themes in the documents. Candidates were familiar with the material and the responses to sections (a) and (b) were generally informed. However, the responses to section (c) were generally poor, surprisingly so, since the growth of the USA presence in the Caribbean up to 1917 and the importance of the Panama Canal to the USA after 1902 are standard to the CSEC syllabus.

Question 5

This question required an essay that examined the impact of the British Industrial Revolution on the economy of the Americas. The responses were generally unsatisfactory. Some candidates even reversed the question and wrote on the impact of the Americas on the Industrial revolution in Britain.

Question 6

This question asked the candidates to discuss the factors that led to the independence of either Brazil or Venezuela. As is customary in this theme, Brazil featured in the few responses and many candidates were familiar with the European-based developments that assisted the independence movements. However, candidates neglected factors in the Americas such as the Munroe Doctrine and the influence of the independence movement in Spanish America.

Module 3

Question 7

This question consisted of three short documentary extracts on Nazism in Germany up to 1945, with three questions (a-c) related to the extracts. While some candidates handled the material fairly well and were informed, others were unfamiliar with the issues in section (c) that dealt with how the Nazis implemented their political philosophy. This strongly suggests the recurrent problem of full coverage of the syllabus and the accumulation of information without an appreciation of its context.

Question 8

This question required an essay discussion of the view that the causes of World War II maybe founded in the Treaty of Versailles which ended World War I. Several of the responses were unbalanced since although candidates were familiar with how German aggression was influenced by a desire to overturn the punitive and humiliating aspects of the Versailles Treaty, the essays failed to address factors such as the failure of the policy of appeasement and the inadequacy of the League of Nations to control defiant states.

Question 9

This question asked for an examination of the role of Mohandas (Mahatma) Gandhi in the movement for Indian independence. Some responses were well informed with some properly linking Gandhi's philosophy and activities to the broadening of the base of the independence movement and inspiring greater support for the movement within and outside of India. However, others tended to describe his activities without underscoring their significance to the success of the independence movement. Further, some of the responses focused too much on Gandhi's personal biography, particularly his early life in South Africa.

Paper 03**Internal Assessment, Units 1 and 2.****Presentation of Paper**

There was improvement in the presentation of the research papers, with more candidates presenting typed papers, though this is not a requirement. Candidates also made a fair effort to explore a variety of topics, especially in Unit 1 with the more familiar themes and easily available materials.

While some teachers properly guided candidates in the use of footnotes and bibliography which are important conventions of the historical method, some candidates demonstrated little or no knowledge of referencing practices. Teachers are also reminded that candidates will be severely penalized for plagiarism.

Some candidates neglected to follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. As far as the use of sources is concerned, too many candidates are still relying on CSEC textbooks, though a few candidates used recent publications that are more appropriate to the CAPE level. It is vital that candidates have access to resource materials and recent publications.

The length of the research papers continues to pose a concern. Some papers had unfocused introductions which contributed to a disregard for the word limit of between 1500 and 2000 words. Teachers should provide guidance in this matter so as to guard against long, rambling and unfocused papers.

Content and Discussion

Teachers must ensure that the topics for the research papers are relevant to the syllabus and are manageable. Candidates should be encouraged to avoid topics with long chronological periods which present difficulties for staying within the word limit and being well-structured papers.

Although some projects were too descriptive and contained sweeping and unsubstantiated generalizations, many candidates demonstrated good research skills.

Administrative Forms

The relevant Record of Marks forms, the Moderation of Internal Assessment forms, as well as the Research Paper Cover Sheets were generally completed in accordance with CXC's requirements.