

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**HISTORY
(REGION EXCLUDING TRINIDAD AND TOBAGO)**

HISTORY**CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS****MAY/JUNE 2008****GENERAL COMMENTS**

The format of the Examination in CAPE History is similar for both Unit 1 and 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 01- Short Responses that Test Coverage****Module 1****Question 1**

This question required candidates to outline three ways in which the economic activities of two groups of indigenous peoples from different categories listed in the syllabus were different. Several responses were informed, but too many either neglected to choose from different categories or confused economic activities with social or political activities of the respective groups, or failed to offer comparisons. Teachers need to ensure that the candidates expand on the sometimes basic information they gathered on these societies at the CSEC level.

Question 2

This question asked candidates to state two different types of evidence that indicate a Nordic presence in the Americas in the pre-Columbian period and to give two examples of each type of evidence. Several responses were informed about archaeological evidence, such as woodworking items, Viking architectural structures and various Norse artifacts or Nordic sagas. However, others confused the Nordic with the African presence, suggesting that the topic had not been covered fully.

Question 3

This question required three brief descriptions of ways in which the Caribbean was transformed by Spanish settlement up to 1600. The responses were generally well informed, highlighting factors such

as the spread of European diseases, plants and animals, the introduction of a new religion and new social and political institutions. There is good preparation for this part of the syllabus.

Module 2

Question 4

This question asked for three factors that contributed to the high death rate among enslaved Africans in the Caribbean during the eighteenth century. Several relevant factors were provided, such as poor and inadequate diet, harsh treatment, contagious diseases, severe work regime and high infant mortality. However, some candidates misread the question and so included the conditions of the middle passage or focused on the indigenous peoples in the 16th century. Teachers cannot overemphasize the importance of carefully reading the questions.

Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to explain why the rebellion selected was suppressed. There were some well informed responses stressing factors such as superior military technology and resources, ethnic divisions among slaves, divided leadership and inadequate planning. However, some students still confuse the Jamaica rebellion of 1831-1832 with the Morant Bay rebellion in 1865.

Question 6

This question asked for an outline of three arguments that were used by the supporters of the abolition movement to justify the ending of the trans-Atlantic trade in enslaved Africans to the British colonies. Several responses incorrectly focused on the abolition of slavery, and not the abolition of the slave trade. Teachers are again encouraged to cover the syllabus and also to guide candidates to pay particular attention to questions.

Module 3

Question 7

This question required the candidates to select one of the three workers' rebellions listed in the syllabus and to outline three consequences of the workers' rebellion selected. The 1865 Morant Bay (Jamaica) rebellion was the popular choice and the responses on the 1876 Confederation Riots (Barbados) and on the 1862 Labour Protest (St. Vincent) was fairly well informed. However, candidates still confused the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion and seem to have no appreciation of the different time lines involved. This is a recurring problem with this topic and teachers are encouraged again to ensure that this sort of confusion is avoided.

Question 8

This question asked candidates to briefly outline three internal factors that hindered Haiti's development between 1804 and 1825. Candidates were most familiar with factors such as political instability, conflict between the black and mulattoes and the impact of the destruction of the economic infrastructure during the revolutionary war. However, some candidates confused the time period and included factors that related to the period before 1804 or included external factors. Again, candidates need to focus on the relevant time frame and on the issues asked.

Question 9

This question asked for an outline of three factors that contributed to the growth of nationalism in the British Caribbean after 1930. Informed responses mentioned the growth of trade unions and political parties, the support for the idea of federation, the influence of independence movement in India and Africa and the emergence of strong nationalist leaders. Several responses however, were unfocused and misinformed indicating that this topic is not widely covered. Teachers are reminded that the structure of the examination requires that the syllabus be covered.

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 conquest in the Americas up to 1550 and the candidates were asked four questions (a) – (d) related to the theme as developed in these extracts. This was a very popular question and several of the responses were fairly well informed with candidates demonstrating a good understanding of the salient issues, though some answers confused sections (b) and (c), and found question (d) challenging. Teachers are reminded that they must encourage candidates to develop thoughtful approaches to topics since the CAPE level requires higher skills of analysis and explanation than at CSEC. This is vital since the questions in the document based items are not specific to the precise content of the extracts but requires candidates to transfer knowledge appropriately.

Question 2

This question required an examination of the evidence of well-developed political and social systems in any one advanced mainland indigenous group in the Americas in the pre-Columbian period. The candidates focused primarily on the Mayas but some of the answers were descriptive and basic. Essentially, candidates lacked an analytical approach and relied on listing information. Candidates have to develop critical thinking skills and teachers are expected to assist this transition from CSEC level responses.

Question 3

This question asked for a discussion of the factors that led to contact between West Africa and Europe in the fifteenth century. There were few responses and several focused incorrectly on the seventeenth and eighteenth centuries at the height of the transatlantic trade in African captives. Instead, the question required a discussion of the factors that accounted for the European presence on the West African coast before Columbus. Indeed, one is left to wonder if this section of the syllabus was covered.

Module 2Question 4

This question consisted of three short documentary extracts that focused on the Haitian Revolution, 1791-1804 and the candidates were asked four questions (a) – (d) on the respective themes in the documents. Surprisingly, given the centrality of the topic to both the CSEC and CAPE syllabi, the responses suggested that candidates are ignorant of how the cultural practices of the enslaved assisted their revolution or how the coming of the French Revolution provided favourable circumstance to the success of the slave revolt in Haiti. This suggests that the topic is not being properly covered and teachers are strongly urged to reassess their approach to this topic.

Question 5

This question required candidates to explain how the economic systems that were developed by the enslaved people in the Caribbean contributed to their survival. There were some well informed responses that stressed factors such as how the provision grounds provided vital psychological space for the enslaved, improved their diet and marketing and huckerstering earned economic resources that benefitted the enslaved community. However, some candidates incorrectly focused outside the period to include post slavery society. Further, several responses demonstrated knowledge of the material but were not sufficiently analytical. Teachers must give special attention to how candidates approach questions. More analysis and discussion must be encouraged.

Question 6

This question required candidates to assess the factors that contributed to the abolition of the trans-Atlantic trade in Africans to the Caribbean. The main challenge in this case was one of analysis and interpretation of the question for several responses confused the respective abolitions of the slave trade and slavery. Further, several responses focused exclusively on the British Caribbean to the neglect to the French and Spanish areas. Again, the issue of proper coverage of the syllabus must be raised and teachers are reminded that this is required if the candidates are to perform well. Candidates also need develop better analytical and essay writing skills.

Module 3Question 7

This question consisted of three short documentary extracts on the theme of federation in the British West Indies in the twentieth century with three questions (a) – (c) related to the extracts. Many candidates were familiar with the issues in questions (b) and (c), but did not always comment on them analytically, while the uninformed responses to question (a) underscore lack of full coverage of the topic and the continued reliance on prior CSEC knowledge of this theme without further exposure at the CAPE level.

Question 8

This question required the candidates to assess the extent to which Indian indentured labourers' experienced exploitative working conditions in the British Caribbean between 1860 and 1917. This question was very popular and generally satisfactorily done and the better responses presented informed and balanced answers, highlighting both the exploitative experience and the benefits that the Indians gained from their experience. Still, better marks would have been earned if more answers were analytical and less descriptive and teachers are reminded of the importance of essay writing skills.

Question 9

This question asked for a discussion of the view the closer relationships between Cuba and the English-speaking Caribbean countries brought both benefits and political tensions to the region between 1974 and 1983. The responses were very mediocre and unfocused in several instances. Few candidates articulate clearly how the Caribbean benefitted from Cuban resources and professional expertise, but that this strained their traditional relationship with the United States in the context of the Cold War, and also led to tensions within CARICOM since territories and political parties had different approaches to socialism. Some answers somehow focused on the relations between Cuba and the USA relations after 1959. This strongly suggests that this topic in the syllabus is not being covered evenly.

Unit 2: The Atlantic World and Global Transformations**Paper 01- Short Responses that Test Coverage****Module 1**Question 1

This question asked for an outline of three factors that contributed to European rivalry in the Americas up to 1763. The responses were informed and focused on issues such as areas of settlement, strategic potential of some islands, economic resources and religion.

Question 2

This question was in two parts. First, candidates were asked to state the reason why West Africa's trade expanded from the trans-Saharan route to the West Africa coast after 1450. Second, students were to explain two effects on West Africa of the expansion from the trans-Saharan route to the West African coast. The answers to part one were particularly uninformed because students seemed unfamiliar with that part of the syllabus. Indeed, answers to part two were a little more focused as candidates manipulated information on the West African slave trade, though sometime more relevant to a later stage. Teachers are reminded that the syllabus should be fully covered and the European contact with West Africa preceded the Trans Atlantic trade.

Question 3

This question asked the candidates to outline three reasons for the growing rift between Britain and her North American colonies in the years leading up to the outbreak of the War of Independence in 1776. There were some good responses, informed and focused that confirm coverage of the topic. However, some answers confused the time period and the issue by writing about Manifest Destiny.

Module 2Question 4

This question asked for an outline of three consequences for the Atlantic world of the Industrial Revolution in Britain. The responses were very mixed and some candidates were clearly informed on relevant issues such as the spread of industrialization, the overseas investment of surplus capital in colonies and independent areas such as North America and Latin America. However, other responses focused incorrectly on the internal impact on Britain or seemed uninformed as to the concept of the Atlantic World. Teachers are reminded again to cover the syllabus and to encourage candidates to pay close attention to the question asked.

Question 5

This question asked candidates to outline three reasons for the United States of America's continental expansion in the nineteenth century. There were some focused answers but too many candidates confused internal expansion in the United States in the nineteenth century with expansion in the Caribbean in the twentieth century. Teachers need to ensure that this topic is approached with greater clarity.

Question 6

This question required an explanation of two external factors that contributed to the independence of either Venezuela or Brazil. Although, they were good responses, particularly on Brazil, some students disregarded the time frame of the respective independence movements and included factors

that were more relevant to the post independence period in the nineteenth century. Others incorrectly focused on internal factors, indicating that this theme in the syllabus is still neglected, and teachers are reminded that coverage of the syllabus is required.

Module 3

Question 7

This question asked for an explanation of three factors that assisted Adolf Hitler's rise to power in Germany by 1933. The responses were generally informed and highlighted the political instability and social and economic hardships that encouraged people to support Hitler who promised strong government and to restore German pride that felt humiliated by the Treaty of Versailles. Still, some candidates misinterpreted the question and focused on the effects of Nazism. Teachers need to emphasize to candidates the importance of paying close attention to questions.

Question 8

This question had two parts. First, candidates were asked to identify two international agreements in the 1930s that contributed to the outbreak of war in 1939. Second, they were asked to briefly explain how each agreement so identified contributed to the outbreak of war in 1939. The responses were disappointingly uniformed and unfocused, as several candidates were unfamiliar with the Munich Agreement (1938) and the Soviet-German Pact (1939). Indeed, even candidates who attempted relevant answers had limited understanding of the topic. It is clear this section of the syllabus was not covered and teachers must bear in mind that neglect of aspects of the syllabus will only lower the performance of candidates.

Question 9

This required the candidates to explain how the Indian nationalist movement benefited from the principles of Mohandus (Mahatma) Gandhi. Several candidates provided good responses and appreciating how Gandhi's principles of non-violence and acts of civil disobedience, as well as his personal asceticism inspired international support for the nationalist movement, and how his opposition to communal hostilities broadened the base of the Indian National Congress Party. It is clear that this part of the syllabus was well covered.

Paper 02- Structured Document Questions and Extended Essays

Module 1

Question 1

This question consisted of three short documentary extracts on the theme of the French Revolution and candidates were asked three questions (a) – (c) related to the theme as developed in these extracts. The responses were generally satisfactory, especially for sections (a) and (b). However, the responses to section (c) were often confused as some candidates seemed ignorant of the strong measures that were adopted by the National Convention in 1793, as well as the context of their adoption, suggesting incomplete coverage of the topic. Also, candidates tended to list relevant information without offering explanations as was required (b). Teachers are reminded that higher levels of analysis are required at this level and that they should stress analysis and context above the mere accumulation of information.

Question 2

This question required an essay examining the social and economic factors that influenced European settlement in North America between 1600 and 1763. This was not a very popular question, but some of the responses indicate that candidates were familiar with the relevant material, though others confused the time frame and focused incorrectly on the earlier period of discovery and conquest. Also, some of the responses were descriptive and did not develop the points. Candidates need more guidance as to how to approach essay questions.

Question 3

This question asked the candidates to discuss the main ideas of the European Enlightenment and to comment on their impact on the American War of Independence. This was a popular question and the candidates were clearly informed on the ideas of the Enlightenment. However, some were challenged to apply them to the American War of Independence. This raises the issue of approaches to the material for it is pointless to accumulate information and not have an appreciation of its significance in the period. One expected more candidates to have demonstrated how the ideas of the Enlightenment inspired the Americans. Teachers are reminded of the importance of developing both analytical and good essay writing skills.

Module 2Question 4

This question consisted of three short documentary extracts on industrialization in the United States of America in the nineteenth century and the candidates were asked four questions (a) – (d) on the respective themes in the documents. Candidates were familiar with the material for (a) and (c), though the responses were not always analytical and some paraphrased the extracts. Questions (b) and (d) were not well done and the responses strongly suggested that either this aspect of the topic is not covered fully, or candidates are learning details without appreciating their significance. It is clear that candidates need more guidance as to how to approach the document questions and in developing analytical skills.

Question 5

This question required an essay that examined the view that the Atlantic economy contributed significantly to the Industrial Revolution in Britain. There were some informed answers but several responses were unfocused and candidates wrote about the internal factors in England that contributed to the Industrial Revolution in England and neglected to discuss the extent to which the Atlantic economy contributed. Such incorrect approaches may have resulted from either poor essay writing skills or from the fact that this part of the syllabus is inadequately covered. Again, teachers are reminded of the importance of covering the topics in the syllabus and in developing good essay writing skills.

Question 6

This question asked the candidates to discuss the factors that influenced economic development in either Brazil or Venezuela after their independence up to 1900. As is often the case, Brazil was the place of choice. However, the responses often neglected the time frame of the question and focused instead on the factors that led up to independence. This indicates that this topic is still only partially covered with candidates receiving limited exposure to post independence developments.

Module 3

Question 7

This question consisted of three short documentary extracts on the outbreak of World War 1, with four questions (a) – (d) related to the extracts. This was a very popular question and there were some well informed responses, and it is clear that candidates have been reasonably exposed to issues around the outbreak of World War 1, a striking contrast to the situation with World War 2. It is important to ensure that the topics are evenly and properly covered.

Question 8

This question required candidates to discuss the factors that led to the Bolshevik's seizure of power in Russia in 1917. There were some very good answers and many candidates demonstrated that they had been exposed to the relevant information, such as the failure of the Provisional Government to address pressing issues of land reform and the self rule for national minorities, the corrosive effects of World War 1 and the return and leadership of Lenin. However, some candidates were defeated by poor essay writing skills, relying on narrative and not analysis. The issue of essay writing needs to be addressed.

Question 9

This question asked the candidates to assess the view the Apartheid system in South Africa was defeated mainly by internal developments after 1960. The responses were unbalanced and demonstrated a general inability to weigh the significance of internal as against external developments to the ending of Apartheid. This may be a result of candidates with limited knowledge of the topic and inadequate writing essay skills. It is critical that candidates complete the syllabus and build on the CSEC level of analysis and writing.

Internal Assessment, Unit 1 and Unit 2

Presentation of Paper

There was continued improvement in the presentation of the research papers. Several papers were typed in double space which made them more reader friendly. Also, many candidates properly used footnotes and bibliographical references and candidates demonstrated an understanding of the wider historical context of the topics that they investigated.

However, they are still instances where these important conventions of the historical method such as the use of endnotes/footnotes and a bibliography, were either not followed or were improperly done. Also, some candidates did not follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. The teachers should encourage candidates to pay attention to these important research skills. These requirements are clearly set out in the syllabus and the teachers are reminded that it is their responsibility to guide the candidates in their use. Additionally, teachers are reminded that candidates will be severely penalized for **plagiarism** and candidates must be warned against "cut and paste" projects which access to the internet, unfortunately, encourages. This is a serious issue that has to be addressed early as too many candidates arrive at tertiary level institutions and claim ignorance of the malpractice.

It is the responsibility of the teachers to wean candidates from the CSEC literature and to expose candidates to higher level publications so that the candidates will develop the analytical skills and be more aware of the content required for the CAPE level. Accordingly, teachers have to encourage respective schools to expand the holdings on their libraries.

The length of the papers remains a problem for some candidates who either include rambling and unfocused introductions that push papers over the word limit of between 1500 and 2000 words, or present minimal efforts.

Content and Discussion

Many candidates deserve congratulations for demonstrating good research skills and analytical approaches to their topics and their teachers deserve commendations for their guidance. However, there is still room for improvement and teachers' guidance is crucial as some projects were too descriptive, rushed and contained sweeping and unsubstantiated generalizations.

The teachers have the task of ensuring that the topics for the research paper are **relevant to the syllabus** and since the syllabus has clearly stated objectives candidates have no excuse for choosing topics extraneous to the syllabus. Topics must be specific and focused so that candidates will not be hard pressed to stay within the word limit and to present well-structured papers. Still too many papers were descriptive and not sufficiently analytical and there was clear evidence that some projects were rushed.

Administrative Forms

Most teachers submitted the relevant administrative forms in accordance with CXC's requirements.