

CARIBBEAN EXAMINATIONS COUNCIL

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

**HISTORY
(TRINIDAD AND TOBAGO)**

HISTORY**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2008****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 percent of the candidates' overall grade.

Paper 02 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 answer three questions, one from each Module. They were required to respond to one document based question 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.

DETAILED COMMENTS**UNIT 1: The Caribbean in the Atlantic World****PAPER 01 – Short Responses that test coverage****Module 1**Question 1

This question related to the methods used by the Spanish to protect their settlements and trade in the Caribbean from 1492 to 1600. The responses to this question were for the most part satisfactory. Some candidates misinterpreted the question and wrote about the Spanish protecting their settlements from Amerindians rather than other European powers. A few candidates also referred to the Spanish Armada which did not relate to the question.

Question 2

In this question candidates knew the reasons why the Spanish settlements were attacked. However, some candidates had difficulties identifying reasons in relation to the time period in question.

Question 3

This question dealt with the Spanish conquest of the Aztecs and Incas. It was well done by most candidates and no challenges could be identified.

Module 2

Question 4

This question asked for reasons why the enslaved people did not increase by natural means and candidates gave good responses. Mention was made of diseases, malnutrition, and gynaecological resistance by women, infant mortality and harsh labour regimes. Some candidates erroneously wrote about the Amerindians rather than the enslaved African population.

Question 5

This question was on the Maroons and candidates were well aware of Maroon communities cultivating their own food, building isolated communities in mountainous areas and raiding plantations in order to survive. Teachers are advised to note the fortification of Maroon towns, the signing of peace treaties and the creation of innovative cuisine.

Question 6

This question dealt with the British and French emancipation movements. Candidates were knowledgeable about the strategies used by abolitionists to dismantle the system of slavery. However, Part (a) of the question proved challenging. Candidates concentrated on the Haitian Revolution, failing to link it to its contribution to emancipation. Teachers need to emphasise the ways in which revolts, for example, damaged property and created instability which the metropole found unnerving. Revolts brought the persecution of the missionaries into sharp focus. Revolts raised the idea of emancipation from below, something that was abhorred by the plantocracy. In short, revolts made the system of slavery difficult, and perhaps ungovernable.

Module 3

Question 7

This question required the contributions made by the peasants to the economy of the Caribbean. Candidates wrote extensively on the diversification of crops, the establishment of cooperative ventures and job creation by peace units. Too few candidates actually mentioned the specific diversified crops introduced or expanded by the peasantry.

Question 8

This question dealt with the difficulties faced by Haiti from 1804 to 1826. The division of the country between blacks and coloureds, political instability, the trade embargo and the destruction of the infrastructure were the factors often cited by the candidates. Candidates did not address the division of estates and the decline in sugar output. They could have focussed on the isolation of Haiti by the international community. In addition, there was always a threat of invasion looming over Haiti.

Question 9

This question addressed the policies of Fidel Castro which resulted in tension between Cuba and the USA between 1959 and 1965. Candidates expressed clearly Castro's seizure and nationalisation of US corporations. They also understood the issue of land reform policies. However, candidates showed limited knowledge of the impact of the Soviet Union's decision to place missiles on Cuban soil and the export of the revolution to Latin America.

UNIT 1**PAPER 02: Document Based and Extended Essay Questions****Module 1**Question 1

This question consisted of three short extracts on Spanish settlement in the Americas in the fifteenth and sixteenth centuries and candidates were asked questions related to the theme. The responses to this question were largely satisfactory.

Parts (a) and (b) (ii) were widely known and candidates were able to express their responses reasonably well.

Parts (b) (i) and (d) seemed to have been challenging as candidates, for the most part, were unable to present acceptable responses. Candidates were unable to see the Catholic Church as an agent of the state which assisted in conquest and subjugation of the indigenous people. In addition, the church was involved in censorship of books, building schools and converting the indigenous people. Candidates were required to explain these points fully and most could not develop them.

Question 2

This question was very popular and related to the presence of Nordic and West African people in the Americas in the pre-Columbian period. The candidates were well prepared knew the evidence for both the Nordic presence and the West African presence but were unable to make comparisons of the evidence as the question required. Some candidates, in their exuberance, gave information on the influence of Egyptian culture on Mesoamerica. The question required the evidence about West Africa.

Question 3

This question addressed the political and economic organisation of the indigenous peoples in the Americas and was well done by most candidates. They were familiar with the requirements of the question. However, some candidates were unable to separate the social system from the political and economic. Teachers are advised to assist candidates in to making the distinction between the social, political and economic systems of the indigenous peoples.

Module 2Question 4

This question consisted of three short extracts on the abolition of the trans-Atlantic trade in Africans and candidates were asked questions related to the theme. This question was a popular one. Candidates wrote quite well about the inhumanity and injustice of the trans-Atlantic trade in Africans. Perhaps this was as a result of their exposure to the topic at the CSEC level. Candidates experienced some difficulty in explaining how the end of the trade would result in a loss of property in Britain. Some candidates focused their attention on how abolition affected the planters rather than Britain. Candidates should have focused on the shipping industry and its effects on employment of sailors, the drop in manufactures (guns, cloth), and the decline in the importance of ports like Liverpool and Glasgow.

Question 5

This question was related to the Haitian revolution and, on the whole, it was well done by the candidates who attempted it. Candidates were generally knowledgeable on the role of leadership as a main factor in the success of the Haitian Revolution. However, some responses were more of a narration of the events than a detailed discussion of the factors that led to the success of the revolution.

Question 6

This question required a comparison between chattel slavery and European Indenturship and it was not a popular question. Generally, candidates were knowledgeable about the nature of chattel slavery and European indentureship. However, some candidates had difficulty making the comparison between the two systems. The overall approach was not a balanced one. Teachers need to provide opportunities for candidates to write essays which require comparative analysis of data. It is clear that this is a weakness of candidates throughout the region.

Module 3Question 7

This question consisted of three short extracts and related questions on the integration movement and they attracted some good responses. Candidates were familiar with the major reasons for the demise of the federation, especially the impact of the withdrawal of Jamaica. The provisions and objectives of the Treaty of Chaguramas posed some difficulties for candidates. The answers tended to focus on social interaction instead of institutions that reflected true integration, such as University of the West Indies and the Caribbean Examinations Council.

Question 8

This document-based question on labour protests attracted a large number of responses. The Morant Bay rebellion was the most popular of the labour rebellions. Candidates highlighted the majority of the causes such as injustices in the society, economic hardships, drought conditions, lack of political representation and the role of Governor Eyrc. However, too many candidates made the fundamental error of constantly referring to the black population as slaves and as such mentioned issues which existed in slavery. In addition, some candidates included information related to the Sam Sharp rebellion and the Haitian Revolution.

Teachers must find creative ways to help candidates to understand the importance of time periods, for example, the sixteenth century and the corresponding years (1500 – 1599). Some candidates had no understanding of these time periods and the major events and issues that occurred at the time.

Question 9

The question on Fidel Castro's rise to political power in Cuba did not attract a large number of candidates. Candidates were well prepared for the factors that led to the rise of Fidel Castro but some did not understand the focus of the question on the July 26 Movement. Some candidates misinterpreted the USA/Cuba rebellion, implying that the USA assisted Cuba. In addition, most candidates adopted a narrative approach instead of a critical analysis of the evidence.

PAPER 01 – Short Responses that Test Coverage**Module 1**Question 1

This question dealt with the Spanish settlement in Americas up to 1625. This question was widely known. However, too many candidates concentrated on the resistance of the Kalinagos. It must be noted that the Lesser Antilles did not possess large amounts of precious metals and they were far from the main trade and shipping routes.

Question 2

This question dealt with the effects of the American Revolution on the British Caribbean and it was poorly done by some candidates. Candidates could have mentioned the food shortages created for the enslaved population, malnutrition and starvation, the disruption of trade in salted meats, rice and lumber, the loss of the Caribbean rum market.

Question 3

This was a popular question on the European Enlightenment and it was well known by most candidates. However some candidates confused the ideas of the Enlightenment with the Renaissance and some candidates discussed events of the French Revolution.

Module 2Question 4

This question was on the Industrial Revolution in the U.S.A. and it generally well handled by most candidates who appeared familiar with the content. A few candidates tended to repeat the same points in different words.

Question 5

This question asked for ways in which the Atlantic economies contributed to the British Industrial Revolution. Most candidates focused on the area of profits accumulated by Britain. The use of capital to finance the trade was widely acknowledged. Some candidates tended to suggest that slave labour was used in the factories of England. They also had difficulty in explaining how the trade contributed to the shipping industry.

Question 6

This question required the reasons for the US intervention in Latin America and the Caribbean up to 1917 and was well done by most candidates. However, some responses tended to focus on US expansion into Latin America by way of Mexico and Venezuela, largely ignoring the Caribbean. A few candidates wrote about America's Westward expansion, completely missing the focus of the question.

Module 3Question 7

This question required the factors that led to the Russian Revolution of 1917. The weakness of the provisional government and the economic distress caused by Russia's involvement in World War I were well known. Candidates had little knowledge of the breakdown of the old social structure. Generally, the responses were satisfactory.

Question 8

Candidates seemed to have had a satisfactory grasp of all areas of this question which addressed Mahatma Gandhi's role in the Indian Independence movement. Gandhi's civil disobedience and non-violence campaign were the areas most widely known.

Question 9

This question which asked for measures used to suppress the African Congress (ANC) in South Africa attracted satisfactory responses from most candidates. The imprisonment of Nelson Mandela and the banning of the ANC were areas well known. Candidates did not explore the policy of encouraging black rivals to the ANC, such as the Zulus.

UNIT 2: The Atlantic World and Global Transformation**PAPER 02- Document-Based Questions and Extended Essay Questions****Module 1**Question 1

This document-based question on European settlement and rivalry in the Americas up to 1800 did not attract many candidates. Parts (a) (ii) and (c) (ii) were well done. Candidates were not aware that France and Britain were rivals as they desired to build an empire in the Americas and, furthermore, by destroying the plantations in Martinique and Guadeloupe, Britain was destroying competition from France.

Question 2

This question on the trans-Atlantic trade in Africans attracted many candidates and it was done fairly well. The adverse socio-economic consequences of the trans-Atlantic trade in Africans was well known but the benefits to the Haitians were not known. Candidates did not explore how African rulers accumulated benefits or gained power to start or stop the trade at will and had leverage in negotiating terms of trade.

Question 3

This was a popular question with most candidates and addressed the French Revolution of 1789. The socio-economic problems leading to the French Revolution were well known. However, the role of royal ineffectiveness was often overlooked or addressed in a limited manner. Candidates failed to emphasize Louis XVI's mishandling of the meeting of the Estates General, and the dismissal of Necker and Turgot, both of whom had stirred some hope of financial reform.

Module 2

Question 4

This document-based question was on the Industrial Revolution in Britain. Part (a) of the question appeared to be familiar to most candidates as they were able to identify and link the benefits of the slave trade to Britain's industrial and economic growth. However, Part (b) was poorly done. Candidates seemed unfamiliar with the Navigation Acts and the effects of these Acts on the mercantilist system.

Question 5

This question was on the Industrial Revolution in America and was not a popular choice with most candidates. However, the candidates who attempted it were quite knowledgeable on the economic and technological benefits of the revolution. Many candidates did not demonstrate sufficient knowledge and awareness of the political and social effects of the Industrial Revolution in the USA. Candidates could have explored the role of immigrants, migration of workers from the South, the rise of the city bosses, the emergence of trade unions and the role of industrialization in accelerating westward expansion and closing the frontier by 1900.

Question 6

This question tested candidates' understanding of the independence movements in Brazil and Venezuela. Candidates were quite comfortable with the question on Brazil. Few attempted the question on Venezuelan independence. A familiar weakness was the way in which candidates wrote generally about Brazil without linking the facts to an analysis of the impact of the transference of the royal court on achieving independence. Teachers are advised to explore the role of regional rebellions in Brazil and events in Portugal that led to the break with Portugal by Brazil.

Module 3

Question 7

This document-based question was on the Russian Revolution and well done by the candidates who attempted it. The economic problems and the unbearable difficulties that led to the outbreak of the Russian Revolution were well known. Candidates seemed unfamiliar with the New Economic Policy and its effect on the Russian economy. For example, agrarian production was boosted by permitting the peasants some freedom, industrial production was restored and some capitalistic policies were tolerated.

Question 8

This question dealt with the outbreak of World War 1 and was well done by most candidates. The alliances, the assassination of Arch Duke Ferdinand and the arms were well known by the candidates. However, the ideological revolution in the late nineteenth century proved difficulty for some candidates. Teachers are advised to use timelines to explain the sequence of events leading up to World War I.

Question 9

This question related to the work of Mohandas Mahatma Gandhi and was well done by most candidates who attempted it. It is clear that they were well prepared. The better answers not only discussed Gandhi's work, but examined the contribution of other nationalists such as Nehru.

PAPER 03 - 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, there 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 of presenting a research project with an introduction, a conclusion and a bibliography. 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 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 of 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 documentation in accordance with CXC's requirements.

Recommendations

On the whole, most candidates had some knowledge of the requirements of the examination. However, there is still room for improvement. Some attention should be paid to the following areas:

- (a) Structured reading exercises
- (b) Supervised research
- (c) Use of resource materials, such as documentaries on the American Revolution
- (d) Time lines involved in most historical events
- (e) Practice in answering document-based questions
- (f) Developing a sense of historical time period
- (g) Greater use of primary sources which could improve analytical skills
- (h) Concept mapping