

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS  
MAY/JUNE 2004**

**CARIBBEAN HISTORY**

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**CARIBBEAN HISTORY**  
**GENERAL AND BASIC PROFICIENCY EXAMINATIONS**  
**MAY/JUNE 2004**

**GENERAL COMMENTS**

**Paper 01 – Multiple Choice Paper**

This paper consists of sixty multiple-choice items, thirty of which test knowledge and thirty test the use of knowledge.

Performance on this paper was generally satisfactory. The mean score at the General Proficiency level was 35 out of 60, with scores ranging from 0 – 59. At the Basic Proficiency level, the mean score was 25 out of 60, with scores ranging from 0 – 49.

**Paper 02 – Essay Paper**

This paper consists of twenty extended essay and structured essay questions, testing all themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer four questions for a total of 100 marks.

Performance on this paper was satisfactory at the General Proficiency level though there were several areas of weakness. The mean score was 40 out of 100 and scores ranged from 0 – 96. At the Basic Proficiency level performance was weak with a mean score of 39 out of 100 with scores ranging from 0 – 88.

**Paper 03 - School Based Assessment**

This paper consists of three assignments or one project. Candidates, with guidance from the teacher, are required to select a topic for research and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Performance on this paper was good. The mean score at the General Proficiency was 26 out of a maximum of 40, with scores ranging from 3 – 40. At the Basic Proficiency, the mean score was 19 out of 40, with scores ranging from 2 – 35.

**Paper 03/2 – Alternative to School-Based Assessment**

This paper is the alternative paper to the School-Based Assessment for private candidates and is offered at the General Proficiency only. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

Performance on this paper was satisfactory. The mean score was 21 out of a maximum of 40, with scores ranging from 3 – 40.

## DETAILED COMMENTS

### Paper 02 – Essay Paper

#### General Proficiency

##### Question 1

This question tested the candidates' knowledge of the social, political, religious practices and customs of the Tainos/Arawaks, Kalinago/Caribs and Maya. The first three sections required specific responses on the political organization of the Tainos/Arawaks and Caribs/ Kalinagos. A large number of candidates discussed the political, economic, social and religious organization of the Tainos in section (a), rather than addressing political organization specifically. Teachers are encouraged, as elementary as it may seem, to discuss the meaning of terms such as political, economic, social, cultural. Over the years, candidates have been making absolutely no distinction between these categories. Some candidates had even greater difficulty in comparing Taino and Carib political organization. In section (d), which tested candidates' knowledge of Mayan achievements, a large number of candidates simply listed achievements such as the calendar, writing, mathematics, astronomy, and architecture, without explaining the significance of these achievements.

##### Question 2

In section (a), this question tested the origin of slavery in the Caribbean from the 1490s including the enslavement of the indigenous peoples and their responses to enslavement in sections (b) and (c). Many candidates simply transferred their knowledge of African slavery to Spanish-indigenous society. Candidates seem to see slavery as synonymous with African slavery. It is also not good enough to say that indigenous slaves resisted or led armed revolt. Candidates should mention the activities of Enriquillo and the record by Bartolomé de las Casas of the indigenous experience under Spanish rule. Above all, candidates should be made aware that slavery is only one form of forced labour which was not, by any means, confined to the African experience.

##### Question 3

This question sought to test candidates' knowledge of the origin of African slavery in the Caribbean, and to examine the reasons for its extension. Section (a), which asked for the reasons for the use of African slave labour by the Spaniards, was poorly done. Many candidates anachronistically referred to the use of African slave labour in place of indentureship. In section (b), however, candidates successfully explained the use of a small number of African slaves in the late and early sixteenth centuries. Section (c), which asked for an explanation for the expansion of the slave trade in the Caribbean, was generally well done. However, too many candidates confined their answers to the impact of the demand for labour generated by the expanding sugar estates. There was not enough discussion of the expansion of labour demand (apart from sugar), the entry into the Caribbean of more European powers/investors, the profitability of the slave trade itself, low fertility among slaves and slave mortality. No effort was made to produce any statistical evidence of expansion of the trade or of slavery.

##### Question 4

This question, which was attempted by a large number of candidates, was designed to test candidates' knowledge of the African slave trade and the impact of the trade on West African societies. Section (a) required a simple listing of the methods used to enslave Africans. Generally, the candidates responded well, though some candidates suggested that "the Africans were seeking to migrate to better pastures"! Section (b) required a discussion of the negative *economic* effects of the slave trade on African societies. Many candidates chose to discuss the general negative effect, and failed to write enough about the economic effects on West Africa. However, the majority of candidates noted the loss of skills, depopulation, and loss of the active labour force in bringing about economic decline in West African society. In section (c), which asked for a discussion of the reasons why Africans resisted their enslavement during the voyage, most candidates discussed conditions aboard ship, separation from families, ill-treatment and illness. Generally this was one of the more satisfactory answers.

#### Question 5

This question, which proved very popular, was designed to elicit responses on the specific forms of resistance put up by women, and forms of resistance which all slaves adopted. Although weaker candidates were unable to point out specific forms of female resistance to slavery (extending the weaning process, for example, or what has been called gynecological resistance), and tended to lump male and female resistance together, this question was generally well done. Several candidates noted the strategic position of female slaves to do hurt to their owners. Candidates were, however, not very strong on a description of the particular punishments meted out to rebellious female slaves.

#### Question 6

The candidates' knowledge of the Haitian Revolution was tested, in terms of causes, economic and political consequences, and the way in which the Haitian revolution affected the wider Caribbean. This question was moderately popular. It has been pointed out from year to year that candidates have some difficulty separating economic from political issues, and this weakness showed up in section (b) of question 6. The overall performance was quite good, however.

#### Question 7

This question asked candidates to examine the arguments for and against slavery. The question was moderately popular and generally well done. However, many candidates gave examples of humanitarian acts rather than humanitarian arguments. A more general weakness was the inability of the candidates to name specific abolitionists such as Sharpe, Wilberforce and Buxton. The data base of candidates is very weak, given the tremendous body of literature that exists.

#### Question 8

Candidates were asked to assess the impact of nineteenth century slave revolts on Caribbean slavery and slave society, as well as the impact of slave revolts on developments in Britain. This was not a popular question though it was generally well done. Many candidates failed to link the results of revolts with increased abolitionist actions in Britain (Section (c)). Candidates often found it difficult to distinguish between humanitarian and religious arguments.

#### Question 9

Candidates were expected to examine the role of churches and missionary societies in the British Caribbean in the establishment of free villages, schools, and churches. The question was not very popular, but candidates were able to explain the reasons for the opposition of planters to free villages, and to identify the ways in which churches and missionary societies assisted the development of the free villages. This question was satisfactorily done.

#### Question 10

Very few candidates attempted this question. Many candidates failed to observe the instruction to write a report. They wrote letters instead. There was some confusion as well between "factors which assisted the success of the peasantry" as opposed to "the extent of the success of the peasantry."

#### Question 11

Candidates did not seem familiar with those territories in which the sugar industry had collapsed by the end of the nineteenth century. Candidates are not paying enough attention to chronology, insofar as they attempted to explain the difficulties of the sugar industry in terms of the problems faced at mid-century.

The Sugar Duties Act of 1846 is not adequate to explain all the difficulties of the late nineteenth century. Candidates need to be more aware of the problems of competition from other cane-sugar producers, and from beet sugar, soil exhaustion and shortage of capital. Yet, many candidates were able to respond adequately to section (c) which tested their knowledge of the methods used by planters – for example, improved technology, centralization, cane farming, and scientific research.

#### Question 12

This question, which was relatively popular, tested candidates' knowledge of the development and survival of agricultural enterprises (apart from sugar). A surprising number of candidates were unable to identify any of the new commercial crops – rice, citrus, cotton, bananas although these crops are actually mentioned in the syllabus statement. Responses showed an inability to distinguish between the issues affecting the sugar industry (as asked for in Question 11) and issues affecting the new commercial crops (Question 12). Many candidates ignored the phrase “other than the crisis in the sugar industry.”

#### Question 13

This was not a popular question, and candidates failed to identify the ways in which the British Government and British organizations assisted the growth of Trade Unions in the British Caribbean between the 1930s and 1940s. The response at (b) was a bit better, but candidates failed to analyze the information properly, in many cases giving short biographies.

#### Question 14

This was an unpopular question. Candidates were unable to identify female trade union leaders. Failure to do section (a) resulted in very poor responses for section (b).

#### Question 15

This was a very popular question. Section (a), for the most part, was very well done. However, a number of candidates failed to separate the information and continued to discuss Cuba in section (b). Some candidates confused the time period at (a) and spoke about Fulgencio Batista and Fidel Castro. There was also some confusion with respect to the steps taken by the United States to acquire the Canal Zone. However, generally, the performance of candidates in this question was satisfactory.

#### Question 16

This was also a popular question. A number of candidates treated film, media and music as one rather than separate ideas. They failed to develop the idea of United States' *influence* on the British Caribbean culture and simply repeated the question. The term 'influence' seemed not to have been noted or understood by many candidates. The performance in section (b) demonstrated that candidates were either well-prepared in the classroom, or were well acquainted with the cultural impact of the United States on the Caribbean. Some candidates did not even consider the economic, commercial, ideological, or political influence of the United States on the Caribbean, and focused especially on culture. However, there were several perceptive answers, and the general performance was very good.

#### Question 17

Section (a) of this question tested candidates' knowledge of the Cuban independence movement in the context of objective (b) of Theme 9 of the syllabus- “to examine the response to metropolitan rule in the second half of the nineteenth century in the English, French, and Spanish-speaking Caribbean”. Knowledge of this area of Caribbean history was extremely limited. There was also, in section (b), very poor knowledge of Puerto Rico. Candidates coped better with section (c), and several answers came right up to the Fulgencio Batista and the *Fidelista* revolution.

### Question 18

This question tested the candidates' knowledge of the movement towards integration in the British Caribbean, and required candidates to show how prominent Caribbean political figures such as Albert Marryshow, Grantley Adams and Alexander Bustamante influenced the integration movement. The answers were generally disappointing. Most candidates knew nothing at all about Albert Marryshow. They knew a little about Grantley Adams, but in the case of Bustamante, the assumption was that the latter was always opposed to the integration movement.

### Question 19

This question tested one area of social life in the Caribbean – the position of middle-class women, and their changing role outside the home. The question was very popular. Section (a), which asked for the arguments justifying the idea that woman's place was in the home, was answered fairly well but in rather generalized terms. Many candidates pointed to an absence of education, without recognizing that educated middle-class women were required to remain at home as well. There was little reference to the ideological concepts of womanhood and manhood. There was a failure to recognize the changing economic status of women especially during and after World War II, which contributed to the ideological challenge referred to in section (b). In section (c), which called for a discussion of the results of middle-class women working outside the home, candidates showed only a very superficial knowledge of the role of women in contemporary society, as professionals, workers in trade unions, NGOs, and voluntary associations; as well as the position of women in leadership in several areas of Caribbean life.

### Question 20

This question was about religion and social life in the Caribbean. The two areas isolated for discussion were Hinduism and Rastafarianism. Most candidates were stronger on Rastafarianism than on Hinduism. Some candidates were unable to distinguish between Hinduism and Islam.

## **Basic Proficiency**

### Question 1

This question showed the same general weaknesses as the General Proficiency – a lack of knowledge of political organization, and a tendency to lump economic, social and religious issues with politics. The answers on Mayan technology were extremely weak.

### Question 2

This question tested objective (g) of the syllabus: to examine the ways in which indigenous peoples responded to enslavement by the Europeans. While candidates were able, in section (a), to explain why Spanish settlers enslaved the indigenous people, the forms of resistance to Spanish rule described by candidates were based on their knowledge of African slave resistance. In section (c), candidates explained "how" indigenous peoples resisted enslavement, not "why" they resisted it.

### Question 3

Far too many candidates lack a geographical knowledge of the Caribbean. In this question, which called for a knowledge of the early slave trade, candidates were unable to identify Spanish Caribbean colonies of the late fifteenth and early sixteenth centuries. In section (d), candidates focused on the sugar economy to explain the growth of the African slave trade, without considering the profitability of the slave trade itself,

the entry of more Europeans into the Caribbean who established sugar colonies, the expansion of Spanish settlements, and increased access to the African coast.

#### Question 4

The candidates who were better prepared were able, in this question, to identify the way in which the slave trade affected Africa economically. However, a large number of candidates examined the effects of the slave trade generally, and failed to focus on the economic aspect which is what the question called for. Responses to section (c) – the causes of revolts during the transatlantic voyage – was fairly well done.

#### Question 5

This question was extremely popular. It tested Objective (b) of Theme 3: to examine the various forms of resistance to slavery including methods used especially by women. Many candidates lumped female resistance e.g. infanticide, abortion, extended weaning, in section (a) with other forms of unisex resistance, so that, in fact, there was little distinction between sections (a) and (b) which asked for a discussion of more generalized forms of resistance. With respect to punishments meted out to women who resisted slavery, it is interesting perhaps, for contemporary sociology, that so many candidates concluded that the primary punishment was rape.

#### Question 6

This was not a popular question. A large number of candidates were unable to identify two leaders of the Haitian Revolution. The more able candidates, however, completed sections (b), (c) and (d) quite well.

#### Question 7

This question tested Objective (d) – to identify the role of interest groups for and against emancipation, and Objective (b) – the effects of 19th century slave revolts on slavery. There were some fairly good responses on the humanitarian arguments, though there was a tendency to develop arguments against slavery as a whole, rather than discussing strictly humanitarian arguments. Some candidates made no distinction between humanitarian and religious arguments.

#### Question 8

Most candidates were unable to identify the ways in which slave revolts affected the Emancipation movement in Britain. In section (a), the candidates were able to identify slave revolts but were unable to give dates.

#### Question 9

This question tested objective (d) – the role of free villages. Few candidates were able to name a free village named after an abolitionist, and several were unable to name missionary groups in the Caribbean. Candidates coped better with section (c) in which they were asked to explain why planters were opposed to the establishment of free villages. In section (d), there were some fairly good efforts to explain the ways in which churches and missionary societies assisted free villages.

#### Question 10

Although the candidates were unable to identify any territory where peasant development was slow, they were able to identify difficulties faced by free villages between 1838 and 1876.

### Question 11

Candidates did not seem familiar with those territories in which the sugar industry had collapsed by the end of the nineteenth century. Candidates are not paying enough attention to chronology, insofar as they attempted to explain the difficulties of the sugar industry in terms of the problems faced at mid-century. The Sugar Duties Act of 1846 is not adequate to explain all the difficulties of the late nineteenth century. Candidates need to be more aware of the problems of competition from other cane-sugar producers, and from beet sugar, soil exhaustion and shortage of capital. Yet, many candidates were able to respond intelligently to section (c) which tested their knowledge of the methods used by planters – for example, improved technology, centralization, cane farming, and scientific research.

### Question 12

This theme requires a knowledge of economic diversification, and surprisingly, many candidates were unable to identify new commercial crops in the British Caribbean in the late nineteenth century.

### Question 13

This question tested Objective (d) – the factors associated with the growth of the trade union movement in the Caribbean. Candidates demonstrated no knowledge of the role of the British TUC or the British government in formulating legislation for the Caribbean to assist with the development of trade unions. Nor were they able to identify other major labour leaders, apart from Bustamante and Butler, who are mentioned in section (b) of the question.

### Question 14.

Candidates were unable to identify female trade union leaders. They were able to identify benefits derived by workers from the trade union movement in section (c); but had no knowledge of the role of women in developing the trade unions.

### Question 15.

This was a very popular question. Section (a), for the most part, was very well done. However, a number of candidates failed to separate the information and continued to discuss Cuba in section (b). Some candidates confused the time period at (a) and spoke about Fulgencio Batista and Fidel Castro. There was also some confusion with respect to the steps taken by the United States to acquire the Canal Zone. However, generally, the performance of candidates in this question was satisfactory.

### Question 16

This was also a popular question. A number of candidates treated film, media and music as one rather than separate ideas. They failed to develop the idea of United States' *influence* on the British Caribbean culture and simply repeated the question. The term 'influence' seemed not to have been noted or understood by many candidates. The performance in section (b) demonstrated that candidates were either well-prepared in the classroom, or were well acquainted with the cultural impact of the United States on the Caribbean. Some candidates did not even consider the economic, commercial, ideological, or political influence of the United States on the Caribbean, and focused especially on culture. However, there were several perceptive answers, and the general performance was good.

### Question 17

Few candidates attempted this question. As with the General Proficiency candidates, the performance was poor. The Spanish and French Caribbean seem to be unknown to our candidates.



### Question 18

This question tested the candidates' knowledge of the movement towards integration in the British Caribbean, and required candidates to show how prominent Caribbean political figures such as Albert Marryshow, Grantley Adams and Alexander Bustamante influenced the integration movement. The answers were generally disappointing. Most candidates knew nothing at all about Albert Marryshow. They knew a little about Grantley Adams, but in the case of Bustamante, the assumption was that the latter was always opposed to the integration movement.

### Question 19

This was also a very popular question. The performance was good.

### Question 20

As with the General Proficiency candidates, there was relatively good knowledge of Rastafarianism. Candidates, however, were unable to discuss the factors that led to Hinduism being generally accepted by Caribbean society by 1962.

### **Recommendations to Teachers**

- All objectives in the syllabus should be covered.
- A special effort must be made to cover themes related to the Spanish, French and Dutch Caribbean.
- Candidates should be reminded that questions should be carefully read to ensure that the chronology is properly understood.
- Candidates should be reminded that questions may address economic as opposed to political or social issues.
- Teachers should be careful to note areas of the syllabus that address women's history.

## **PAPER 03 – SCHOOL-BASED ASSESSMENT**

The overall performance on the School-Based Assessment was satisfactory. There was, however, much evidence that some difficulties were encountered, particularly in the following areas:

### **1. Candidates' Work**

While there was an encouraging number of excellent assignments and topics, the work of candidates in general had several deficiencies. In some cases, work submitted for moderation did not have the name of the student or the question being answered. Improvement in analysis, interpretation and literary skills (especially the elimination of poor grammar and spelling) is an urgent need. Furthermore, many students are not aware of the conventions to be followed in producing papers, in particular, how to present a bibliography. Some assignments and projects did not, in fact, even include a bibliography.

Many projects were submitted without a research proposal and some of the proposals were not satisfactorily completed. Photographs, tables and charts, included often in projects, were not labeled and frequently were not used effectively to enhance the content.

Two major concerns about the work of candidates were the frequent violation of the CXC word limit and the incidence of plagiarism, including a growing frequency of plagiarism from internet sources. A few cases of cheating, involving work copied from that of another candidate, were detected.

## **2. Topics for assignments and projects**

There were several sources of concern in relation to the topics on which assignments and projects were presented.

- Most of the topics were related to themes on Sections A and B of the syllabus, largely to the neglect of Sections C and D. This partially explains the normal relatively weak performance by candidates in questions on these two latter sections in Paper 02 of the examination.
- Many topics were too general or vague. They needed to be more specific.
- Numerous topics were too complex or too broad in scope, especially in terms of the time frame or the number of territories or parts of the question to be covered. They simply could not be dealt with properly within the SBA word limit. Many assignment topics were more appropriate for projects. In particular, teachers should be advised to avoid setting multi-part questions for assignments, such as those which are usually set in Paper 02 of the examination.
- Many assignment topics were largely knowledge-based and gave little scope for demonstration of the higher level skills of analysis and interpretation that the SBA is designed to test.
- Some projects lacked historical perspective, tending to be more sociological in approach.
- Some topics went beyond the time frame of the syllabus, requiring a focus on the post-1985 era.
- In some schools the candidates were not given the same three assignments.

## **3. Assessment**

While the marking by many teachers was in keeping with the CXC standard, a significant number of teachers' assessments were either too severe, or, more often, too lenient or inconsistent. In particular, teachers tended to be too generous in their assessment of the better-quality assignments and projects. On the whole, there were relatively few cases of severe marking.

Some teachers obviously used former mark schemes and there was no clear evidence that others used the current mark scheme. Some teachers erred in awarding fractions of marks, usually half-marks. Those who used the prescribed mark scheme often failed to record the marks awarded to each area of assessment and the profile scores and totals.

One disturbing feature of the assessment by some teachers was their failure to detect and punish plagiarism.

## **4. Samples**

There were numerous instances of the submission of incorrect SBA samples of the candidates' work. Some teachers failed to send five examples of work on the same assignments, while others submitted all three assignments for five students.

**5. Record Keeping**

In some cases no information about the assignments set was provided on the record sheet. Furthermore, on the School SBA Moderation Sample Form some teachers recorded only the marks awarded for the single assignment submitted for moderation rather than the marks obtained by those candidates for all three assignments.