

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/06**

Paper 6, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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## GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band. In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

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## SECTION A: EMANCIPATION AND ITS CONSEQUENCES

- 1 Source-based question: 'After 1835, the provision made for education was welcomed by ex-slaves and ex-masters.' How far does the evidence of sources A–E support this statement?

- L1 WRITES ABOUT THE HYPOTHESIS, NO SOURCE USE [1–5]  
 These answers write generally about the education provided but they will ignore the key issues in the question, i.e. they will not use the sources as information/evidence to test the hypothesis. Include in this level answers which use information taken from the sources but only in providing a summary of views expressed by the writers, rather than testing the hypothesis.
- L2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS [6–8]  
 These answers use the sources as information rather than as evidence, i.e. sources are used at face value only with no evaluation/interpretation in context, e.g. A, B and E show support in different ways.
- L3 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS [9–13]  
 These answers show that testing a hypothesis involves both attempting to confirm and disconfirm it.  
 However sources are used only at face value, e.g. by using elements from C and D.
- L4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS [14–16]  
 These answers will show a capacity to use sources as evidence, e.g. demonstrating their utility in testing the hypothesis by interpreting them in their historical context, i.e. not simply accepting them at face value. Sources A, B and E illustrate responses in agreement with the hypothesis. A and B have dates shortly after emancipation. A is from the report of an observer, an inspector, recording that the authorities are carrying out their responsibilities in Trinidad and British Guiana. Of British Guiana the significance of language is seen in suggesting that 'political wisdom' rather than 'moral responsibility' is behind compliance. B suggests 'welcome' by the slaves, though perhaps through exaggeration of language, but it is from a person with first hand experience even if there is over-enthusiasm. Source E written later also talks of enthusiasm but the author is an investigator, possibly a total outsider. This source supports B and lends extra weight to the point.
- L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS [17–21]  
 These answers demonstrate that testing a hypothesis involves both attempting to confirm and disconfirm the hypothesis, and are capable of using sources to do this (i.e. both confirmation and disconfirmation are done at this level).  
 As L4 plus use of Sources C and D. C is the observation of the Governor, present in Jamaica, with experience of conditions. He records a decline in enthusiasm on the part of ex-slaves but his other comments seem to suggest that he shares the view of the ex-masters who wanted education to serve their advantage. The reference to the Baptist Herald could receive comment and the date is significant, 10 years into the education scheme. D (also about Jamaica) supports C in part. Its tone does not display 'welcome' in any way, suspicion might be a better point. This is by the author of A and both may suggest that he is making too much of the willingness of ex-masters to acquiesce in what is happening. Its date, soon after 1835, may help to explain wariness.

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- L6 AS L5 PLUS **EITHER** (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED **OR** (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW NEITHER CHALLENGE NOR SUPPORT IS PREFERRED. [22]
- (a) The case for support seems stronger, especially when considering the ex-slaves in Sources B and E. The final paragraph of Source A is strongly positive as a summary, and the use of words such as 'unhesitatingly' and 'readily' in the first paragraph provide support.
- (b) It is likely that candidates who reach this level will take up the word 'welcomed' in the question. There does appear to be a case for re-wording the hypothesis, e.g. 'The educational provision was more welcome to the ex-slaves than the ex-masters.'

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## SECTION B

### 2 How important a factor was the resistance of the enslaved in bringing about emancipation in the Caribbean?

The question is open to the whole Caribbean and the whole date range of the syllabus. Some candidates may concentrate on the British Caribbean and the factors approach – abolitionists/humanitarians, economic arguments, immediate factors (change of government in Britain, vigour of emancipationists, impacts of slave revolts especially 1831). Expect specific consideration of slave resistance.

Events in Haiti and St Croix should be the most obvious examples of direct links between resistance and emancipation. The significance of Haiti included the long term influence on the thinking of planters and slaves throughout the Caribbean. There were also rebellions in British and French colonies. Barbados, Guyana, Jamaica, Martinique and Guadeloupe all had such incidents, though all were contained. Dutch and Spanish colonies had their own unique set of circumstances, but in these cases slave action was significant too.

Candidates may raise the general topic of slave resistance at different levels, individual actions and marronage as well as more violent and dramatic ones. They may also bring in the view that the slaves had a desire to be free which was fed, among other things, by talk of ending the slave trade and antislavery propaganda. It will be important that such thoughts should be linked back to the factors influencing the emancipation process.

'No government willingly abolished slavery. Each was pushed to do so by a combination of political, economic and cultural forces.'

### 3 How successful were the transitional arrangements between enslavement and full freedom such as apprenticeship and patronato?

All except France undertook a scheme. Most failed to work as anticipated and ended prematurely.

#### General Comments

- each scheme aimed to maintain a labour force on plantations though for a limited period.
- favoured the planters.
- it was a contradictory situation for the ex-slaves – neither slavery nor full freedom.
- planters' attitudes included 'squeezing the last juice' out of former slaves.
- Made use of loopholes in laws.
- the apprentices had reasons for disliking the situation and contributed in different ways to the early ending of schemes.

#### Examples

- British – critique of apprenticeship – stipendiary magistrates, end in 1840 for some, antislavery lobbying, leading to early ending.
- Cuba gradual reduction of patrocinos: system effectively ended before 1886.
- Dutch system did not work well e.g. labourers from Suriname tied to British and French Guiana.

At best the measures would be temporary. In effect, they were contradictory.

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**4 Explain why the Caribbean governments and employers attempted to curtail the movement and control the labour, of freed people after emancipation.**

Expect candidates to give a range of examples. British and French experiences most likely appear in detail. Broadly when full emancipation occurred, the emancipated people had opportunities to exercise freedom, to move away from estates, to bargain for wages, to move to new villages and to seek better working conditions. Many proprietors did their best to control movement (partly through legislation) and to reduce the bargaining power of their workers. There was talk of a 'labour shortage'.

In British controlled areas, a range of measures was tried. Some were conciliatory – high wages, metayage, task work – others were coercive (Masters' and Servants' Act, Barbados' ban on emigration, high rents on ex-slave holdings). Attempts were made to place obstacles on the formation of peasantry, e.g. on purchase of land. Coercion tended to backfire and, in many areas, attempts to prevent movement away from estates did not work.

The French islands of Martinique and Guadeloupe experienced similar problems. By 1853 20% of sugar workers had left estates. Here, after 1851, an elaborate scheme to attempt to control movement developed (through government in France) – ateliers de discipline (workhouses for vagrants), passeport a l'interieur (domestic passport) and a pass system (renewable annually) restricted movement. More police were employed. There were some conciliatory measures (cash prizes for 'star' workers, medals).

The measures did not halt movement from estates.

Some candidates may mention immigration schemes in this context.

**5 Explain the factors which determined access to land by the peasantry after the abolition of slavery.**

Though the formation of peasantries was widespread it is probable that candidates will write mostly about the British West Indies, with examples.

Not all peasants owned land. Many continued to work part-time on estates – their holdings often on the fringes of estates. Land could be obtained by purchase, squatting (on crown lands), establishment of free villages and through metayage.

Availability of land was a major factor. In densely populated areas land was less readily available than areas where the land to people ratio was lower. Even where land seemed to be readily available, establishment of a peasantry was not easy. Landowners tried to prevent access to land. In Belize and the Virgin Islands most of the land was claimed or owned by white settlers. In Antigua, St Kitts and Barbados land was not available for purchase. In larger colonies, Trinidad, British Guiana and Jamaica, planters were unwilling or reluctant to sell land. British Guiana had laws restricting numbers who could combine to purchase land. Jamaican land was costly and wages were low. In Trinidad, SMs were given powers to evict squatters.

In Haiti, Santo Domingo, French and Dutch areas, peasantry also developed.

Behind the whole experience of creating a peasantry was the impact of emancipation. Freed people sought ways to actualise their freedom. Through thrift and the desire to obtain land the peasantry expanded. Mostly it was self help, but in Jamaica in particular missionaries aided the creation of free villages. Also in Jamaica, economic problems for the sugar industry eased the way to land purchase.

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**6 Discuss the strategies used in the British Caribbean territories to retain and develop the sugar plantation economy after 1838.**

Candidates may refer to background. The three great blows – 1807 Slave Trade, 1833 Emancipation, 1846 Sugar Duties raised problems, followed by increased competition especially from Cuba.

- The issue of labour was a major theme. Immigration, especially of Indians in Trinidad and Guyana, was very important. Retention of labour in Barbados and metayage in smaller islands may also be mentioned.
- Various legal issues concerning labour and tactics of planters could be cited.
- Survival of plantations under financial problems – use of Encumbered Estates Act (1854) especially in Jamaica.
- Adoption of technical improvement and use of centrals, e.g. Trinidad, use of vacuum pans and centrifugal driers etc.
- Amalgamation of estates part of the process. Use of new varieties of cane.
- Better organisation of labour – use of seasonal labour reduced wage costs.
- Use of immigrant labour, introduction of technologies and centrals were all expensive, but effective in Trinidad and British Guiana.
- Success and failure by 1890s – sugar made up over 90% of exports of Barbados, St Kitts Nevis, Antigua and British Guiana. Jamaica declined, unable to adapt. Montserrat, St Vincent, Grenada sugar industry almost disappeared.
- Norman Commission 1896/7 reported impact of competition (especially bounties on beet sugar) as main problem, urged improved organisation (centrals) and further alternative crops to sugar (banana trade and food for local consumption).

**7 Examine the issues relating to the provision of health facilities in post-slavery Caribbean societies.**

Various situations raised the issue of the inadequacy of health provision; the end of plantation provision after emancipation, towns better provided for than the countryside, epidemic and endemic diseases, public health issues. In Trinidad and Guyana, welfare of Indian immigrants brought the issue forward.

After emancipation, freed people became responsible for their own care. Plantation hospitals needed replacement: public hospitals were established in Barbados, Antigua and Jamaica in the 1840s. Overcrowding in towns caused health hazards. Shortage of money was partly responsible for poor provision. There was a cholera epidemic in 1850s.

Responses in Trinidad and Guyana were led by Indian immigration and particular problems of local areas. At first, each estate was to maintain its own hospital (BG Ordinance 1859 – each hospital to have a nurse, medical inspector to check). Mortality rate among Indians dropped (1861 10%, 1866 4%) and by the mid 1860s the system worked tolerably well, based on inspection rather than a government run system. Trinidad followed suit. By 1861 there were government medical posts and doctors visited estates, in 1866 estate hospitals became compulsory. In 1870 government doctors were appointed to take care of the sick in Trinidad, with the same system being adopted in Guyana in 1873.

Services became available to the general population.

Jamaica had a different background after emancipation – deteriorating health provision, epidemics, poor public health provision, few doctors etc. JP Grant tackled public health. The Public Medical Service (1869) was established with medical officers and hospitals and provision made for immigrants.

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**8 Why, and with what results, was the Crown Colony form of government extended to the British Caribbean from 1866?**

Before 1866, the Old Representative System (ORS) existed in most colonies. The elected assembly hindered the Governor at every turn (in Jamaica). The Assembly was effectively a white oligarchy. It was discredited in the eyes of the Colonial Office in the period after emancipation. It was believed the Assemblies would be unwilling to educate ex-slaves and improve their conditions. Obstructive incidents in Jamaica included opposition to the Prisons Act and retrenchment in the 1850s.

Candidates may explain why Crown Colony rule was introduced in Jamaica, when after the Morant Bay Rebellion the Assembly voted the ORS out of existence. Changes followed in other colonies, though not in Barbados. Under the Crown Colony system, the Governor, aided by the Executive Committee, was in control of the executive and policy making. There was a nominated Legislative Council (from 1884 in Jamaica partially elected).

The new system was intended to operate as a relatively benevolent despotism, to hold the balance between the white oligarchy and the black populus. Its advantages were that it could be used to secure the representation of all classes, the executive and the legislature would cooperate etc. But disadvantages included that official members of the Council were obliged to vote with the Governor, unofficials tended to oppose, the general population were taxed but had no voice.

JP Grant in Jamaica 1866 to 1874 is used as an example of an effective governor of a Crown Colony. In 1867 and 1868 he secured 97 new laws. His period saw great changes in many aspects – local government, police, medical provision, irrigation, water supply etc.