



HISTORY

9697/06

Paper 6 Caribbean History, 1794–1900

May/June 2008

3 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer **Question 1**.

Section B

Answer any **three** questions.

At the end of the examination, fasten all your work securely together.
All questions in this paper carry equal marks.

This document consists of **4** printed pages.



SECTION A: EMANCIPATION AND ITS CONSEQUENCES

You **must** answer Question 1.

EMANCIPATION IN THE BRITISH WEST INDIES

- 1 Read the sources and then answer the question.

When answering **Question 1**, candidates are advised to pay particular attention to the interpretation and evaluation of the sources, both individually and as a group.

Source A

The question of emancipation will not be settled solely by a long angry discussion between the Government and the planter. The slave himself has been taught that there is a third party, and that party is himself. He knows his strength, and will assert his claim to freedom. Even at this moment, not discouraged by the late failure of the Jamaica rebellion, he discusses the question with a fixed determination.

From a letter by a white resident to the Governor of Jamaica, 23 May 1832.

Source B

To prepare the Negroes slowly for liberty before they enjoy its blessings is like the policy of an over-fond mother who would have her child taught to swim before he enters the water.

We would say, then, let the oppressed go free, break every yoke, undo the heavy burdens, proclaim liberty to the captives. Grant to the Africans so long enchained perfect, immediate, generous liberty, with all the privileges, security, and good government of British subjects. Let them enjoy the privileges of religion and gain every advantage of civilised society.

Whatever might be the result of immediate emancipation, by the wise and paternal authority of government, the result of emancipation won forcibly by the negroes for themselves, would unquestionably lead to bloodshed.

Immediate emancipation is a certain remedy, and it is the only remedy at once righteous in principle, and safe in fact. Delays in duty, that is, in what is morally right, are criminal as well as dangerous.

From a speech at a British abolition meeting, 1832.

Source C

As to my office as Protector of Slaves, it is a delusion. There is no protection for the slave population: and they will very shortly take the matter into their own hands, and destroy the property. The only way of saving these countries is to give the slaves a reasonable share in the produce of their labour.

You have brought forward the slave to a certain point of civilisation and intelligence, and he perceives the utter insufficiency of your system either for his further advancement or for his control. What should be given to the slaves is such a state of FREEDOM as they are now fit for.

Private letter from the Protector of Slaves in British Guiana, 1832.

Source D

There was no mention of the issue of slavery in the King's Speech to the British Parliament at the opening of the session in February 1833.

The failure of the new administration to come forward with an emancipation proposal provoked the most far-reaching abolitionist campaign that had ever been seen. Meetings attended by several thousand persons each were held in most major towns and cities. In Glasgow the Ladies Anti-Slavery Society held meetings attended by 1 800 women; a petition eventually signed by 350 000 women was drawn up. Altogether more than five thousand petitions were presented to Parliament; they were said to contain the signatures of nearly one and a half million people. Professional strongmen were hired to carry them into the House of Commons. The King's Secretary noted in his diary, 'Of all the political feelings and passions and such, this rage for emancipation has always struck me as most extraordinary and remarkable'. The climax of this campaign came in the Anti-Slavery Convention at Exeter Hall in April. The assembled delegates of the Anti-Slavery Society declared that the emancipation of the slave must be integral. They stated that 'no scheme that would leave him half a slave and half a freeman would be beneficial'. However, they were prepared to consider some compensation to the expropriated slave owner or, as they put it, 'reasonable measures for the relief of the planter'.

The Colonial Secretary, Edward Stanley, introduced an Abolition of Slavery Bill in May 1833.

A modern historian writing about the anti-slavery campaign.

Source E

As England is surely the author and for a long time the chief gainer from slavery let her pay her share of the cost of emancipation. Let a fair and just payment be first secured by the owners of slave property (property in slaves) which is to be put at risk and then the colonists will co-operate in accomplishing a real and effective emancipation of the slaves. All wise and well intentioned emancipationists will welcome this arrangement. They will be fully aware that, without the co-operation of the resident colonists, the ending of slavery can only be obtained through slave rebellion, violence and bloodshed, destroying all the elements of civilisation and ending in anarchy. If England is repenting of the part she has had in establishing and cherishing a slave system she now thinks is criminal, then let her pay the cost.

A message from the Barbados Assembly to the British Parliament, July 1833.

Now answer the following question.

'It was the actions of the slaves themselves which dictated the passage of the British Emancipation Act.' How far does the evidence of Sources A–E support this statement?

SECTION B

You must answer **three** questions from this section.

- 2 Explain the factors which brought about the complete emancipation of slaves in Cuba from 1868 to 1886.
- 3 Examine the aims of the Apprenticeship scheme in the British Caribbean and assess how effectively it worked.
- 4 Discuss the nature and extent of the movement away from the estates after the abolition of slavery in the British and French Caribbean.
- 5 Examine the effects of the development of peasantries on the Caribbean area after the dates of emancipation.
- 6 Discuss the reasons why the nineteenth century seemed to be a period of crises for the sugar industry in the British Caribbean.
- 7 Why were there tensions between different ethnic groups in the Caribbean from 1794 to 1900?
- 8 Explain why the policies of other countries, and power struggles between leaders, caused problems for Haiti from 1800 to 1825.

Copyright Acknowledgements:

Source D © Robin Blackburn; *The Overthrow of Colonial Slavery, 1776–1848*; Verso Books; 1989.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.