

## **MARK SCHEME for the May/June 2007 question paper**

### **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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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 not 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 dearly 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 more 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 1: Source Based Question

From the syllabus: This will present candidates with an assertion which they need to test against given sources and their background knowledge of the issue. Candidates will be expected to have an understanding of the ways sources may be evaluated.

#### 1 INDIAN INDENTURED LABOUR

'The supervision of Indian coolies in Trinidad and British Guiana failed to protect them.' 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 issues of the treatment of Indian indentured labour 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 for testing the hypothesis.

(Levels 2 and 3: sources used to provide information)

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.

For example, *Source A describes the advantages for the immigrants, while Sources C and D imply that they are not unjustly treated by the law courts or employers.*

L3 USES INFORMATION TAKEN FROM 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.

As L2 but quoting from Sources B and E to show that there is material to support the hypothesis.

(At Levels 4 and 5 interpreting or evaluating is required, see the quotation from the syllabus at the start of this mark scheme, when making assessments).

L4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESES [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.

For example, *Source A sets out to deny that coolie immigration is conducted to the disadvantage of the Indians. By selection, a series of points are made suggesting that many advantages have been gained by the immigrants as observed by someone who had actually seen the conditions. Source C suggests that courts do not regularly or unjustly punish workers except for clear breaches of the law. It stands on the authority of a Commission which was set up to enquire into the complaints of Source B and may be supported by the fact that many Indians chose to remain in the Caribbean when the indentures were completed. Source D points to the position of the employers who have a dilemma. They need a steady and reliable workforce and have no interest in punishing their workers unnecessarily but face problems of bad work and laziness. These sources do not show that there is a failure to protect the Indians.*

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L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESES [17–21]

These answers demonstrate that testing a hypothesis involves attempting both 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).

For example (L4 plus), *Neither Source B nor Source E indicates that the rules and regulations work well. Magistrate Des Voeux in Source B writes from his background of the law courts, points to problems of dealing fairly with cases in court leading to unfair convictions. Source E makes reference to the duties of the Immigration Agent and suggests that, in one district, the inspections are inadequate and the relationship of the Agent and manager leads to abuse, though it is based on one person's perception.*

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 THAT NEITHER CHALLENGE NOR SUPPORT IS PREFERRED [22–25]

For (a), the argument must be that the evidence for challenging or supporting the claim is more justified. This must involve a comparative judgement, i.e. not just why some evidence is better, but why some is worse.

For example: *The case to challenge the hypothesis is not very convincing. Source A is a general account suggesting the well-being of immigrants without detailed reference to 'supervision'. This omission may be significant. While it may be possible to infer that suitable arrangements have been made for the care of immigrants, it may suggest an element of ignorance about details from one who is a visitor. Source C suffers by offering conclusions of an enquiry without much detail and the feeling that whoever wrote it was too anxious to make the point. Source D, like Source C, may reflect opinions of those who are distant from events and who are anxious to justify or excuse what is happening. On the other side both De Voeux in Source B and Bechu in Source D are people close to events and able to give first hand accounts. They give a feeling of eye witness statements and, while they cover particular times and places, they appear to be reliable, though the question of how typical they are remains.*

For (b), include all L5 answers which use the evidence to modify the hypothesis (rather than seeking simply to support/contradict) in order to improve it.

For example, candidates may suggest that *the immigration ordinances had more than one purpose. One was to secure proper treatment for the immigrants but another was to secure the regular labour that was required on sugar estates. The sources reveal a tension between these. Not all workers were hard working and willing (Sources B, C and D), not all officials were even-handed (Sources B and E). Official reports (Sources C and D) seemed to lean more towards sugar producers than the workers. The extracts reveal that there was an intention 'to protect the Indians' but that, in practice this was not always easy, unless there is a willingness to accept what Source A records.*

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**2 Assess the significance of the Haitian Revolution (1794-1804) for the European colonies in the Caribbean.**

The aim of the question is to consider the impact of events in Haiti on the various colonial regimes and its wider significance. While candidates may point to the characteristics of events in Haiti, this is not simply a question on the causes or events of the Haitian Revolution.

- The explosion of events in Haiti led to the loss by France of her colony, the creation of an independent black regime, the destruction of the sugar export trade and stories of cruelty, violence and massacres, all of which had impacts on the wider region.
- For Europeans, the impact of revolutionary ideas, the outcome of the revolution itself, the forcible ending of slavery were all of immediate and longer term significance.
- In the period 1794–1804, there were various impacts. For Britain there was a chance to increase its influence through direct intervention. For France there was the drainage of resources, the loss of a wealthy colony: difficulties and counter revolution in Martinique and Guadeloupe. Spanish interest in Santo Domingo was affected. Populations moved. Refugees became important elements in the populations of, among others, Trinidad and Cuba.
- Anti-slavery movements were strengthened to call for peaceful rather than revolutionary endings for slavery both by the selective memories of events in Haiti and by the fears of slave revolts (e.g. 1831 in Jamaica).
- There was an impact on ideas, fears and prejudices as a result of events in Haiti: the defeat of European armies, the demonstration that slaves who had been thought to be incapable of organising themselves were able to outwit and out-fight French and British armies helped to smash ideas of black inferiority whilst also giving rise to fears of the spread of black revolutionaries.
- Candidates may point to other effects e.g. on sugar industries. French planters and technicians aided the early growth of the Cuban sugar industry and the collapse of exports from Haiti gave a short-term boost to British producers.
- It is possible that candidates may link the element of black resistance to other elements leading to the emancipation of slaves (anti-slavery movements, economic factors, metropolitan government actions). This could be a fruitful approach.

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**3 Compare the methods the European countries used to emancipate the enslaved in the Caribbean.**

A key element in the question is comparison. An element of balance should be expected. Britain, France and Spain may be the main examples.

- Government action in most cases was a key: legislation often prescribed conditions.
- Elements in legislation covered periods of transition, compensation to owners and other matters but the question really concentrates on the first mentioned.
- In addition to Britain, France and Spain, candidates may mention Dutch and Danish actions.
- France may be taken as an exception in that no transitional period was included in the 1848 legislation. Candidates may refer to post 1851 provisions affecting the emancipated and to Haiti.
- Similarities between British, Dutch and Spanish (in Cuba) arrangements are likely whilst differences in detail may form part of the answers as well as assessment of their effectiveness.
- Candidates may give details of the Danish experience in St. Croix.
  - provision had been made for gradual emancipation (1847 children born of slave mothers to be free; general emancipation by 1859)
  - July 1848 slave revolt led Governor von Schloten, to declare immediate freedom. Government in Denmark ratified action but compensated slave owners and established apprenticeship arrangements until 1878
  - Puerto Rican officials moved to abolish slavery in March 1873 (compensation measure plus coercive measures to secure labour of former slaves). This was influenced by the Moret Law (1870) and the situation in Puerto Rico.

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**4 Explain the policies of French governments towards former slaves in the years after 1848.**

Emancipation took place in 1848, without compensation for slaves but with the promise of citizen rights (effectively not granted until 1870, after the fall of the Second Empire). In the colonies various policies evolved. In 1848 colonial decision makers were moved by two motives (i) assuring that workers were not exploited (jurys cantonnaux) while (ii) guaranteeing that there was no general desertion of the fields (taxes to induce labourers to live in country and to work to pay them: by decree 'to tell black workers that it was their duty to work on the plantations').

Faced with the problems which affected most Caribbean colonies after emancipation, that workers refused to work regularly on the planter's terms, the French planters with the help of their government were able to respond with unique strategies, aiming to ensure the continuation of plantations.

The strategies were many and varied, but with some major themes: ensure work on the plantations, control movement, deal with beggars and vagabonds, record and enrol the population, make financial demands which required blacks to earn the money to pay them.

Enforcement by municipal authorities and police was also a theme. Governor Gueydon of Martinique was an official who tried to enforce the 'system'.

Some examples:

- Jurys cantonnaux may have appeared even handed but could penalise workers trying to 'unjustly' raise wages.
- Ateliers de discipline (workhouses) to counter vagrancy.
- Taxes as a means of control.
- Passeports a l'interieur – essential for travel.
- Pass system additional: to enforce labour.
- Also cash prizes and medals for model workers and prizes to school children who distinguished themselves in agricultural work – a 'carrot' that did not work.

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**5 Analyse the reasons why some Caribbean territories were relatively unfavourable to the formation of peasantries after emancipation.**

Peasantries were formed all over the Caribbean but the establishment of a peasant class was not easy. There were limiting factors in most areas e.g.

- The monopoly of land ownership held by politically dominant planters.
- Absence in some colonies of large tracts of available land.
- Reluctance of many planters to sell: high prices for land: limits on numbers able to 'pool' to buy land.
- Restrictive legislation on squatting: need for licenses for sales of sugar, coffee etc.: high land taxes.

Despite obstacles, freed people in most Caribbean territories were successful, but over time and with limits. Antigua, St. Kitts and Barbados were areas of particular difficulty. All were comparatively small in area and with little land not under estate cultivation: there was little change in land ownership and use: no widespread help from missionaries: planters had the upper hand.

- Barbados in 1842: 441 estates controlled 81% of land: no crown land: land prices high, wages low, inhibiting saving. Plantations largely successful (not abandoned as in Jamaica). Some peasantry before 1860: freeholders c2,700 in 1860: expanded to 8,500 by 1897.
- Antigua: also plantation dominated but available land eased after 1846. Some missionary help: independent villages formed.
- St. Kitts 'the monopolisation of arable land by the planters restricted the growth of peasantry and limited the independent cultivation of provisions to the function of supplementing wages earned from regular estate labour.'
- British Virgin Islands: legal restrictions on squatting: tax on land not producing export crops: attempts made to curtail size of peasant plots and reduce financial rewards.
- St. Vincent: high land price (£30 per acre) deterred purchase: most land in hands of planters. 1844 high tax on small-holders and leaseholders: limits on size of plots.
- Belize: crown land remote, though cheap: freed people not interested in buying.

Candidates may use other examples to show what retarded peasantry's growth e.g. in British Guiana where land was plentiful but there were issues causing problems – the maintenance of dykes and sea defences and action to restrict land sales.

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**6 Discuss the problems of recruiting and transporting immigrant labour to work on sugar estates after 1835.**

Widespread sources – Africa, Azores, China, Europe, India, Java, Madeira, North America (1834-1917 c 750,000 immigrants: 536,000 from India), plus intra Caribbean movement.

Though there was official sanction e.g. House of Commons resolution (1842) that only immigrants could compensate planters for loss of control over work-force, there was constant critical oversight by Anti-Slavery Society, governments (India, China) etc.

Candidates may well concentrate on India and China as sources. The question concentrates on recruiting and transporting, though some government actions were influenced by perceptions about treatment in the Caribbean.

- Inter-island migration – obstacles placed by source countries e.g. against recruiting agents. Government actions in Barbados and Virgin Islands. Seasonal moves, relatively small numbers.
- Europeans costly, inadequate numbers and often unsuited to work, climate etc. Portuguese government acted to ban migration because of high mortality.
- Concerns about Africans who were imported: Anti Slavery Societies, small numbers. A few via USA.
- Indians to British Caribbean, after early stops and starts regular supply 1850 onwards. Recruitment – requests for numbers placed via Colonial Secretary in London to central agency in India where recruitment was by sub-agents of Protector of Emigrants. To meet quotas, unsuitable people enrolled: abuses included kidnapping and use of false promises. Difficult to recruit women. Recruits taken to depot medically examined, vaccinated, signed contracts. Crowded ships (sailing ships then steamships), took 1–3 months for journey: high mortality: some abuse of women: medical care, accommodation, entertainment. Government of India mounted investigations and, by 1900, opinion there against the traffic was growing.
- The main movement of Chinese was to Cuba (1853–84 150,000). There were some similarities with Indians in recruitment, the voyage and the relative lack of women despite quotas. Among the reasons for the stoppage of Chinese immigration were poor treatment in Cuba, high cost of transport, absence of return passages and better prospects nearer home. Chinese government and public opinion played a part. By late nineteenth century Cuba was recruiting white labour.

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**7 Why and with what success did governments in the British Caribbean deal with the provision of health facilities during the post-slavery period to 1900?**

Various situations raised the issue of the inadequacy of health provision, the end of planter provision after emancipation, towns better provided than countryside, epidemic (cholera) and endemic disease. Child welfare and public health issues (water, sewage) also present. In Guyana and Trinidad, the most important health issues arose with Indian immigration.

British Guiana led the way in establishing an effective medical system for immigrants: by 1864 it was working tolerably well. The whole population was not covered but regular estate workers might use the system. Progress: 1847 Ordinance – employers to provide health facilities: 1859 new Hospital Ordinance passed, laying down minimum standards and providing for government inspection. Mortality rate fell: new allocations of immigrants refused if provision was not up to standard. 1870 report revealed a patchy situation but generally satisfactory: the Commissioners recommended that doctors should be paid by and be responsible to government.

In 1862 Trinidad had an inadequate system but it was clear that improvement could be made using the Guyanese system of estate hospitals. Government appealed to employers to honour their obligations to immigrants. Little changed until 1865 when an Ordinance was passed providing for the erection of estate hospitals (not compulsory): 1866 more serious effort, attempting to emulate Guyanese system. Agent-General for Immigration insisted on compulsory provision of estate hospitals: soon provided though other regulations were less stringent than in British Guiana. 1868 improved regulations: Trinidad roughly comparable to Guyana. 1870 the fifteen estate doctors became government officers.

1873 both Guyana and Trinidad had hospitals to serve the whole population.

Jamaica had a different background but also had serious problems of deteriorating health provision, increasing disease, cholera, lack of sanitation and drainage, declining numbers of doctors, poor water supplies. J.P. Grant tackled public health – sewage disposal and street sewers. Public Medical Service 1869 – government medical officers and provision of public hospitals. By 1900 epidemics under control but still much to do – diseases, overcrowding, malnutrition.

In Barbados from 1851 there were Public Health Acts covering sanitation measures and hospital commissioners, hospitals and health education in schools. Typhoid, dysentery and smallpox outbreaks about 1900.

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## 8 Why were there riots and revolts in many parts of the Caribbean from 1848 to 1900?

The syllabus makes specific reference to the Angel Gabriel Riots, Morant Bay and the Confederation riots. These may well form the core of answers. Events in the Danish Virgin Islands (1848), in Puerto Rico (1868), in Cuba after 1868 could also feature as well as local disturbances (1869 in British Guiana among Indians). NB note multi-causal aspects, though reactions to colonial regimes may be a unifying factor.

- Guyana: Angel Gabriel Riots – Portuguese immigrants treated as privileged group and attracted unpopularity. 1848, 1856, 1889 anti-Portuguese riots. Of 1856 ‘immediate pretext created by white elite favouring Portuguese’ (racism and trading methods). Riots followed trial of Orr (Angel Gabriel) who had advocated repatriation of Madeirans and was anti-Catholic.
- Morant Bay: Jamaican government was dominated by planter interest. Island sunk into deep economic depression, droughts, lack of work (‘high level of rural unemployment’). Assembly unwilling to sell land to peasants: squatting led to violent evictions. 1865 Petition to Queen, response ‘Advice’ included refusal to sell land. High food prices during US Civil War: no democracy: tensions rising under Governor Eyre. Riot at Stony Gut 1865 the trigger.
- Barbados Confederation Riots 1876. There was rigid rule by the oligarchy and the sugar industry faced problems: Federation proposals a focus for issues – opposed by plantocracy: labouring classes led to believe it would be good for them. Disturbances may have been stirred up by Confederationists.
- Other possibilities:
  - 1848 Danish Virgin Islands (St. Croix): reaction to emancipation proposals: short stand-off led to immediate emancipation (to prevent further trouble).
  - 1868-98 Anti Spanish, independence, anti-slavery elements in Cuba (10 Years’ War and War after 1895). Brief revolt in Puerto Rico (1868) – Grito de Lares uprising – sought greater self-rule: declared Republic of Puerto Rico (economic and political motives) etc.

Candidates will probably have no prepared answers on this topic. Reward those who concentrate on causes, either as generalised points or as factors arising from the particular circumstances.

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