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## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# HISTORY (CARIBBEAN)

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## GCE Ordinary Level

<p><b>Paper 2159/01</b></p>
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<p><b>Paper 1</b></p>
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### General comments

Although many candidates struggled to achieve a Grade C level of response, a minority produced answers of a high standard displaying detailed knowledge in a fluent manner. There was the usual tendency to answer from the questions concerning the 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> centuries. Answers to the 20<sup>th</sup> century questions were comparatively rare, apart from **Question 16** which too many mistook for an easy option. Most candidates tried to focus on the questions as set, with only a relatively small minority answering on the topic they had prepared rather than the actual question.

### Comments on specific questions

#### **Question 1**

A very popular question which produced many answers of a creditable standard. The request for specific areas of Arawak lifestyle seemed to help most candidates to keep their responses in focus. Some candidates answered in great detail concerning Arawak religion and leadership. In some cases the final section, focusing on the effects of the Spanish conquest, could have been developed further.

#### **Question 2**

This question was answered by just over one third of candidates. Many scored well, although some lacked accurate knowledge of four topics. The House of Trade was by far the best answered section and scored well for most candidates. The weakest element for many answers concerned the importance and functions of the Viceroy.

#### **Question 3**

Less popular than might have been anticipated, with about one fifth of candidates answering. St Kitts was normally the colony chosen and some knew this in great detail. Those whose specific knowledge was less detailed, did not often avail themselves of the opportunity afforded by reference to the difficulties faced by early settlers.

#### **Question 4**

Quite a popular question, being answered by almost half of the candidates. Almost all were able to score some credit for general comments concerning the lifestyle of buccaneers, but only a minority had any detailed knowledge of Morgan and his exploits. As a result the average level of credit gained was less than might have been anticipated for such a popular topic.

#### **Question 5**

Answered by half of the candidature, this question often scored well and sometimes very well. Most candidates were able to gain credit for knowledge of the contribution of the Dutch to the 'sugar revolution', but more impressive were the variety of economic, social and political results of this 'revolution' that stronger candidates were able to detail.

#### **Question 6**

Answered by almost three quarters of the candidature, this question scored well. Many were able to gain considerable credit for their knowledge of the 'Middle Passage', but only the stronger were able to fully develop their description of the slave triangle. Some left the triangle incomplete, while others failed to develop the African aspect of the trade other than to state that they bought slaves.

#### **Question 7**

Answered by only a minority of candidates, but they tended to score well. The average score almost equalling that for the popular **Question 1**. Knowledge of the First Maroon War and its results was particularly strong. Details of the 1739 Treaty earned good credit for many who answered this question.

#### **Question 8**

Few attempted this more difficult question. However, it scored as well as the more popular **Question 4** on the buccaneers. A few comprehensive responses, but many confined themselves to the effects of the American War of Independence.

#### **Question 9**

Answered by approximately one fifth of candidates, who answered this familiar topic reasonably well, but less strongly than might have been anticipated. Toussainte earned most of the credit gained by weaker responses, but there were examples of comprehensive, high quality answers.

#### **Question 10**

This was a less familiar topic and attracted only a small minority of candidates. It did not often score well. Most of the credit gained tended to come from the 1831 Jamaican revolt. Some weaker efforts tried to make it into a general question on the work of missionaries.

#### **Question 11**

A popular question which scored well. The best responses were comprehensive and detailed. Some candidates displayed a mature understanding of the issues involved. Stronger candidates answered the first sentence of the question well. Many produced full answers to both parts of the second sentence of the question posed.

#### **Question 12**

This question scored quite well, but was less popular than might have been expected in view of it being focused on the topic of the Montego Bay riots of 1865. Some candidates overlooked basic details of the letter format and dated it as 2005. Others overlooked the fact that the author was writing to their brother. Stronger responses displayed both detailed knowledge of events and the passion of the writer when requesting help from the brother in London.

#### **Question 13**

Very few answered this well and the average mark was low. Some candidates, who had hoped for a question on the post 1838 labour problems faced by planters, gained some credit for Indian indentured labourers since they continued officially until 1917. Wide ranging responses, focused on the 20<sup>th</sup> century, were rare.

#### **Question 14**

The least popular question and it produced a low average mark. The topic of America in the Caribbean continues to attract few candidates in this paper.

#### **Question 15**

This was not a popular question, but it did earn reasonable credit for those who did attempt it. The stronger candidates revealed good knowledge of the Federation and its problems as well as familiarity with aspects of co-operation since its failure. Weaker efforts tended to earn most of their limited credit on the second sentence of the question.

#### **Question 16**

This open-ended question was answered by more than one third of candidates. Occasionally it was answered with great detail, but even here there was seldom much emphasis on development by reference to earlier circumstances. Many weaker candidates used it as a fifth question. This was not usually a wise decision, since generalised expression of the value of education, while doubtless sincere, did not answer the question as set.