



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and Advanced Level

HISTORY

9697/06

Paper 6 Caribbean History, 1794–1900

May/June 2009

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.

THE IMPACT OF PEASANT DEVELOPMENT

- 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 two professions of day labourer and peasant farmer seem inconsistent. As long as they remain united, as they are now in most parts of Jamaica, continuous labour cannot be expected on estates, and all labour must be at the option of the peasant to give or withhold. There is scarcely such a class in this island as that of the agricultural labourer exclusively. The peasants here go out to labour for such time only as they can spare from cultivation of their own grounds. They would hardly have any inducement to labour if they were not fond of luxuries and smart clothes, and good furniture, and riding horses or had not the better motives for educating their children or supporting their Church.

Governor of Jamaica to the Colonial Secretary in London, 1840.

Source B

The system of peasant freeholds (as it is called in British Guiana) appears one of the crying evils of the day, and is indeed little better than a licensed way of squatting. Where whole districts present only a scene of abandoned estates it is very easy to purchase land cheaply. Deserted plantations are bought up and villages quickly formed on their sites. There are great numbers who, strictly speaking, squat up the rivers and creeks, that is, settle themselves on crown land without any title whatever.

The forest teeming with game and rivers with fish, provide them with plentiful subsistence: and the ground with very little cultivation yields them an abundant supply of provisions. They carry on a small trade in firewood, charcoal etc. but by day the greatest part of their lives is spent in absolute idleness.

Report on British Guiana in Report of the British Government's Select Committee on Sugar, 1848, commenting on peasant freeholders.

Source C

The number of peasants is greatly increased by the system of letting portions of the larger estates. Some proprietors are tempted to do so by the high rents they can obtain, varying from twelve to twenty dollars an acre, and occasionally reaching even thirty or forty dollars. They also, but more rarely, let land not for money, but for labour rent, at the rate of one day's labour per week for a quarter of an acre.

John Davy, The West Indies Before and Since Slave Emancipation, 1854.

Source D

Among the special remedies or measures of relief which we unanimously recommend is the settlement of the labouring population on small plots of land as peasant proprietors. The existence of a class of small proprietors among the population is a source of both economic and political strength.

The settlement of the labourer on the land has not as a rule been viewed with favour in the past, by the persons interested in sugar estates. What suited them best was a large supply of labourers, entirely dependent on being able to find work on the large estates and consequently subject to their control and willing to work for low rates of wages. But it seems to us that no reform offers so good a prospect of permanent welfare in the future of the West Indies as the settlement of the labouring population on the land as small peasant proprietors. In many places this is the only means by which the population can in future be supported.

Report of the Royal Commission on the British West Indies (The Norman Commission), 1897.

Source E

Peasant activity modified the character of the original pure plantation economy and society. The peasants were innovators in the economic life of the community. Besides producing a great quantity and variety of subsistence food and livestock, they introduced new crops and/or re-introduced old ones. This diversified the basically monocultural pattern. Bananas, coffee, citrus, coconuts, cocoa and logwood were cultivated in Jamaica and cocoa, arrowroot, spices, bananas and logwood were provided in the Windward Islands. These were the main export crops introduced or re-introduced by the peasantry after the 1850s. All of these were subsequently adopted by the planters and became important elements in the export trade by the 1870s. This many-sided activity of the peasants represented not only a great new area of peasant advance, but also served as a vehicle for expanding production possibilities in the region.

W. K. Marshall, Peasant Development in the West Indies since 1838 (published 1968).

Now answer the following question.

'The impact of the development of the peasantry in the British Caribbean was beneficial.' How far do Sources A–E support this statement?

SECTION B

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

- 2 Evaluate the factors which contributed to the emancipation of slaves in British and French Caribbean colonies.
- 3 How successfully did the schemes to emancipate the slaves in Spanish Caribbean colonies operate?
- 4 Examine the options open to freed people after the abolition of slavery (after 1838).
- 5 Explain why and how obstructions were placed in the way of the development of peasantries in British and French Caribbean colonies.
- 6 To what extent did immigrant labour help to maintain the Caribbean sugar industry after 1850?
- 7 Explain why there were differing opinions about providing educational opportunities in the British Caribbean from 1835 to 1900.
- 8 Explain the causes and results of the Morant Bay Rebellion in Jamaica in 1865.

Copyright Acknowledgements:

Question 1 Source A	© S C Gordon; Caribbean Generations; p.149; Carlong Publishers; 1983.
Question 1 Source B	© S C Gordon; Caribbean Generations; p.154; Carlong Publishers; 1983.
Question 1 Source C	© S C Gordon; Caribbean Generations; p.156; Carlong Publishers; 1983.
Question 1 Source D	© F R Augier & S Gordon; Sources of West Indian History; p.78; Carlong Publishers; 1962.
Question 1 Source E	© eds. H Beckles, V Shepherd; Caribbean Freedom; p.103; John Hopkins University Press; 1996.

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.