



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 2010

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 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.

REACTIONS TO THE PROVISION OF EDUCATION AFTER 1835

- 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

In no other British colony in this part of the world has the legislature so fully and so unhesitatingly met the views and wishes of Her Majesty's Government than in Trinidad both by readily voting public funds for the purposes of Negro Education, and by taking instant measures for their proper and speedy use.

A similar change of public opinion with regard to the promotion of Negro Education to that operating in other colonies at this day has evidently taken place among the body of proprietors, and the more influential colonists, in British Guiana. A growing conviction of the political wisdom of the measure has made some people favourable to it among those groups where perhaps the moral responsibility of providing instruction for the labouring population may not yet be sufficiently acknowledged.

The general voice is certainly in its favour; and there are but few instances to be met with in which the zeal and activity of the resident clergy or missionaries has not been fully and frankly supported by the goodwill and generosity of gentlemen in the possession, or in the charge, of estates.

C.J. Latrobe, School Inspector, reporting on the provision of education in Trinidad and British Guiana, 1838.

Source B

The school in South Naparima and that in Diego Martin are both in the midst of the Apprentice population. The people at each of these stations perform their daily task of labour with cheerfulness and satisfaction to their employers; after which they attend the school with gladness. I am happy to say that they are not only attentive, obedient and clean but very thankful for what they call 'this great Education'.

I have so arranged things, that when the teachers (whom you have so kindly sent to Trinidad) shall arrive, they will find their schools in full operation, with work and lodgings ready for them; and a poor, neglected and ignorant people waiting to welcome them with open arms.

The Principal of the Mica Institution, Trinidad, to the Mica Trustees in London, 1838

Source C

Education seems at one time to have been prized as the means of enabling the child of the labourer to emancipate himself from the work in which his parents are engaged. The excitement which this hope supplied has ceased.

Perhaps the way to improve the situation would be to introduce a course of instruction which promises both to connect the vocation of husbandman with subjects of intellectual interest, and make his labour more valuable to himself and his employer. But in this community there are special difficulties to overcome in the general introduction of an industrial system into schools. Opinion is unfavourable to work out of doors. Some of the friends of the labouring class still look on field labour with suspicion because it is associated with memories of slavery. As a proof of this allegation, the *Baptist Herald* newspaper reports the attempts of the Board of Education to introduce this system as an attempt to prevent the labourer from ever rising above the station in which he was born.

It seems desirable therefore to create if possible a feeling favourable to the subject by presenting it to the public in its most attractive form as connected with scientific and practical interest.

*Governor of Jamaica writing to the
Colonial Office in London, May 1845.*

Source D

It cannot be denied that there is a numerous class of proprietors still existing in the island whose opinions still hold to the prejudices of the old time. However even among these, I should think that the present feeling is rather one of doubt and suspicion as to the policy of the measures in favour of universal instruction, and its ultimate effect upon the labouring population, and consequently upon their own fortunes, rather than one of which would urge them to open hostility. The present position of this class, whose main objection is founded upon the fact that so few of the plans embrace lessons of labour or industry, is to withhold all assistance and to stand aloof, letting things take their course rather than to offer active opposition.

*C.J. Latrobe reporting on the attitude of some
Jamaican ex-slave masters in 1837.*

Source E

We notice the non-existence of any law compelling parents to provide for the education of their children. Among the more respectable classes, and particularly among those who come within the range of religious influences, the duty is very fairly recognised, and where schools are established, people are willing enough to send their children and pay school fees for them. Further, in certain instances of which we are aware, some of the people have been known to give land for school houses and assist to build them.

*The report upon the condition of the
juvenile population of Jamaica, 1879.*

Now answer the following question.

'After 1835, the provision made for education was welcomed by the ex-slaves and ex-masters.'
How far does the evidence of Sources A-E support this statement?

SECTION B

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

- 2 How important a factor was the resistance of the enslaved in bringing about emancipation in the Caribbean?
- 3 How successful were the transitional arrangements between enslavement and full freedom, such as apprenticeship and patronato?
- 4 Explain why Caribbean governments and employers attempted to curtail the mobility, and control the labour, of freed people after emancipation.
- 5 Explain the factors which determined access to land by the peasantry after the abolition of slavery.
- 6 Discuss the strategies used in the British Caribbean territories to retain and develop the sugar plantation economy after 1838.
- 7 Examine the issues relating to the provision of health facilities in post-slavery Caribbean societies.
- 8 Why, and with what results, was the Crown Colony form of government extended in the British Caribbean from 1866?

Copyright Acknowledgements:

Question 1 Source A	© Shirley C Gordon; <i>A Century of West Indian Education</i> ; Longman; 1963.
Question 1 Source B	© Shirley C Gordon; <i>A Century of West Indian Education</i> ; Longman; 1963.
Question 1 Source C	© Eds. K N Bell, W P Morrell; <i>Slavery and the Plantation System, Select Documents 1830–60</i> ; University of the West Indies.
Question 1 Source D	© Shirley C Gordon; <i>A Century of West Indian Education</i> ; Longman; 1963.
Question 1 Source E	© Shirley C Gordon; <i>Reports and repercussions in West Indian Education; Extract from report upon the condition of the juvenile population of Jamaica</i> ; Longman; 1968.

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.