

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 2004

Additional Materials: Answer Booklet/Paper

3 hours

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 on both sides of the paper.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **four** questions.

You must answer **Question 1** (Section A), and any **three** questions from Section B.

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

You **must** answer Question 1.

THE DEVELOPMENT AND AIMS OF EDUCATION IN THE BRITISH WEST INDIES

- 1 Read the sources, and then answer the question.

Source A

Several of the larger schools, numbering about fifty to one hundred scholars, are kept by teachers from our training college. Those numbering below forty children are mostly kept by young women, who possess sufficient knowledge to conduct an infant school, and whose moral and religious character qualify them for the office. Reading, writing, arithmetic, Bible-history, religious education, and in some cases grammar and geography, are taught in these schools.

J. H. Buchner, writing in his book, 'The Moravians in Jamaica' (published 1854), about schools run by church missions.

Source B

In general terms I may state that the schoolmasters in this colony are, with a few exceptions, not only very deficient in attainments, but in a still greater extent in educational training which would enable them to impart such information as they possess in a manner most easy to themselves and more suitable to the progress of their pupils. How can it be otherwise? Very few have been brought up with this profession in view. The schoolmasters in this colony are too frequently men who have resorted to this method of gaining a livelihood when other means have failed. Even among the European schoolmasters, of whom there are eleven in the service of the colony, very few have had previous experience in education.

George Dennis, Government Inspector of Schools in British Guiana, writing his first Report about teachers in the schools (1853).

Source C

No general system of public instruction has been introduced in Jamaica, and it is surely unreasonable to expect that this people, or any other people, could acquire a knowledge that has never been placed in their reach. It is estimated that there are 65 000 children in Jamaica between the ages of five and fifteen, and for their education the Legislature voted last year a sum of £2950 – less than a shilling for the instruction of each child during a space of twelve months.

The pro-emancipation US journalist, W. G. Sewell, writing in his book, 'Ordeal of Free Labour' (1861), about the attitude of the Jamaican Government to education.

Source D

There was no strong demand for education in Trinidad in the middle of the nineteenth century. Those parents who had received a small amount of schooling were said to be the most willing to send their children to schools. Illiterate parents were indifferent to the education which they themselves had never known. For many parents field and domestic work came before education. Children were taken away from school when they had just begun to read and write. They started school at any age and left at the whim of their parents.

The daily average attendance among those on the registers was irregular. It rarely exceeded 75 per cent and often fell to below 50 per cent. In 1870 it was estimated from the registers that only 57 per cent of the children in the Ward Schools were attending for more than 50 days in the school year of 182 working days. Fevers and other illnesses, the conflicting demands of the land and the schoolroom, the scattered distribution of the population, overgrown and neglected roads, impassable tracks for children on the heavy clays in the wet season, as well as parental indifference and the sheer delights of truancy – all contributed to a dispiriting state of affairs for teachers who could never plan a regular course of instruction.

From a history of Trinidad written by a British historian, 1968.

Source E

The table below records the development of literacy in Jamaica between 1861 and 1891. The writer of the book from which this table is taken notes that in 1890 the teacher-pupil ratio was 1:97 and 42 per cent of the teachers were untrained.

Literacy

Year	Population 5 years of age and over	A Able to read and write		B Able to read only		A+B Total Literate	
	'000	'000	%	'000	%	'000	%
1861	380.1	50.7	13.3	68.3	18.0	119.0	31.3
1871	435.2	71.1	16.3	81.4	18.7	152.5	35.0
1881	505.2	115.4	22.8	115.8	22.9	231.2	45.7
1891	556.4	177.8	31.9	114.5	20.6	292.3	52.5

Census returns of Literacy quoted in a History of Jamaica, published in 1961.

Now answer the following question.

'Little effective progress was made in providing elementary education in the nineteenth century British West Indian colonies.' How far does the evidence of Sources A–E support this statement?

Section B

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

- 2 How similar were the terms of the emancipation laws for the Caribbean colonies of different European countries?
- 3 Why and with what success were schemes for periods of transition between slavery and full freedom implemented in the Caribbean?
- 4 How successful were the efforts of governments and landowners to control labour in the British and French Caribbean colonies after emancipation?
- 5 Why were some parts of the Caribbean region more favourable than others to the development of peasantries?
- 6 Examine how the Cuban sugar economy achieved undisputed superiority over its Caribbean rivals during the nineteenth century.
- 7 Explain the development of the Black and Coloured middle classes in the Caribbean after emancipation.
- 8 Why did emancipated Blacks fail to gain any real share in the government of Jamaica and Barbados under the Old Representative System of colonial government?

Copyright Acknowledgements:

Source D. Donald Wood. *Trinidad in Transition: The Years after Slavery*. Printed by Oxford University Press. © Institute of Race Relations.
Source E. Gisela Eisner. *Jamaica 1830–1930*. Reproduced by permission of Manchester University Press.

Every reasonable effort has been made to trace all copyright holders where the publishers (i.e. UCLES) are aware that third-party material has been reproduced. The publishers would be pleased to hear from anyone whose rights they have unwittingly infringed.

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