



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

CARIBBEAN HISTORY

CXC 03/G/SYLL 09

Effective for examinations from May–June 2011

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NOTE TO TEACHERS AND LEARNERS

The Caribbean History Syllabus (CXC 03/G/SYLL 09) was revised in 2000
for first examination in 2019.

Teaching is expected to commence on the revised syllabus in September 2016.

First Published in 1977

Revised in 1980, 1982, 1987, 1993, 2000 and 2016

Amended 2009, 2020 and 2023

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

Caribbean History Syllabus

◆ RATIONALE

This syllabus has been guided by a particular view of the nature of history as a discipline, the educational needs of students, and the desire to promote the development of an ideal Caribbean person.

History as a discipline has three aspects - its content, its organising principles and its methods of enquiry. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985.

There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History. While a thematic arrangement has been imposed on the course of Caribbean History, the content within each theme has been stated in such a way as to permit exploration of a variety of organising principles. Nevertheless, the selection of themes and their content has been informed by a *desire to promote a distinctly Caribbean perspective. This perspective acknowledges the need for a respect of human life and a cultural heritage that values harmony and cherishes diversity as a strength.*

The thematic approach has been adopted because it lends itself to detailed treatment of the type that allows the student to practise the various skills of the historian. However, by grouping themes and by requiring students to study an overview, a core of topics, the syllabus seeks to maintain chronology as an important aspect of the study of history.

The methods of studying history, the remaining aspect of the discipline, have determined the aims and objectives stated in the syllabus. In the course of their work, historians raise questions, formulate hypotheses, gather evidence from a variety of data sources, collate and interpret information, make judgements, draw conclusions and report their findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by historians in the study of their discipline.

The acquisition of these skills equips the individual to function in fields such as Law, International Relations, Archival Science and Mass Communications. More importantly, the identified skills will produce a critical thinker who can assume leadership roles in civil society, the private and public sector. Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities.

The objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students and citizens within the Caribbean community. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches; project work, individual enquiry and research, creative representations and such traditional techniques that have helped develop historical understanding in students. This variety of appropriate teaching approaches has the advantage of allowing for individual differences among students.

◆ AIMS

The syllabus aims to:

1. develop knowledge and understanding of the experiences of the peoples of the Caribbean;
2. develop an appreciation of the creative contributions of individuals and groups in their own territory and in other territories of the Caribbean;
3. sensitise students to the concerns peculiar to their own territory and the circumstances which shaped them;
4. produce students who will have faith in their own abilities and capabilities;
5. facilitate a willingness by students to consider new ideas and points of view;
6. encourage tolerance of the viewpoints, beliefs and ways of life of other peoples;
7. stimulate sensitivity to the social, economic and political issues, conflicts and achievements in Caribbean life;
8. encourage students to examine and explore their attitudes and values and those of others in relation to the Caribbean historical experience;
9. encourage students to express their own points of view on matters of national and regional concern; and,
10. stimulate a willingness and a desire to read historical material on their own initiative as a leisure time activity or to update information.

◆ SKILLS AND ABILITIES TO BE DEVELOPED

The Aims stated above can be attained by developing the related skills in the student. These skills are categorised under the two broad headings. *Knowledge and Comprehension (KC) and Use of Knowledge, Enquiry and Communication (UK and EC)*.

(i) Knowledge and Comprehension (KC)

The ability to:

- (i) recall basic factual information about Caribbean History covered by the syllabus;
- (ii) explain basic ideas and concepts in Caribbean History;
- (iii) understand different historical perspectives and explain why differences exist;
- (iv) understand the impact of physical geography on human activity in the Caribbean; and,
- (v) interpret historical data, for example, relate facts, make comparisons, deduce cause and effect.

(ii) **Use of Knowledge, Enquiry and Communication (UK&EC)**

(a) Use of Knowledge

The ability to use historical knowledge and skills to:

- (a) analyse and explain historical events;
- (b) examine causes and effects of historical events;
- (c) evaluate the impact of historical events;
- (d) weigh evidence and extract relevant information from many sources;
- (e) detect bias in different representation of historical events;
- (f) identify inconsistencies, points of view, opinions, value judgments;
- (g) assess the relevance of information to a particular problem or topic;
- (h) examine historical data and draw reasoned conclusions; and,
- (i) make inferences from historical evidence.

(b) Enquiry and Communication

The ability to:

- (a) read and comprehend primary and secondary sources;
- (b) read maps, diagrams, charts and graphs;
- (c) interview resource persons;
- (d) classify and order data;
- (e) use indices and reference books;
- (f) record data in various ways;
- (g) investigate historical sites; and,
- (h) present historical data and argument in different forms by using, for example, short and extended essays, graphs, diagrams, statistics, discussions and oral presentations, audio and video tapes.

◆ **ORGANISATION OF THE SYLLABUS**

The syllabus consists of a Core and **nine** Themes. The Themes are arranged in Sections A to C. Students are required to study the Core in the manner described in the objectives below, and to study in detail **one Theme from each of the three Sections (A, B, C).**

THE CORE

The Core represents an overview of the broad trends and major developments in Caribbean History with which every student of the subject should be familiar.

On completing the Core, students should be able to demonstrate knowledge and understanding of:

1. the causes and consequences of interaction within and among the major groups in the region, namely: Indigenous Peoples, Africans, Asians and Europeans;
2. enslavement and emancipation in the Caribbean;

3. the responses to challenges in the 19th century: new arrivals and the establishment of the peasantry;
4. the involvement of the United States in the Caribbean; and,
5. the part played by 20th century protest movements and other groups to achieve political independence.

For the Core, students should be aware of the salient facts and concepts of the topics listed below.

1. The Indigenous Peoples of the Americas.
2. The Europeans.
3. The Economic Revolution and the coming of enslaved Africans.
4. Slave Resistance.
5. Emancipation and Apprenticeship.
6. The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans.
7. The Establishment of the Peasantry, 1838 to 1900.
8. The United States' influence in the Caribbean.
9. Popular Protests in the 1930s.
10. Movements towards Independence *and Regional Integration* up to 1985.

THE THEMES

The period from the *late fifteenth century to the late twentieth century is covered by nine themes organised in three sections:*

Section	Theme
A	1. <i>The Indigenous Peoples and the Europeans</i>
	2. <i>Caribbean Economy and Slavery</i>
	3. <i>Resistance and Revolt</i>
B	4. <i>Metropolitan Movements towards Emancipation</i>
	5. <i>Adjustments to Emancipation, 1838 – 1876</i>
	6. <i>Caribbean Economy, 1875 – 1985</i>
C	7. <i>The United States in the Caribbean, 1776 – 1985</i>
	8. <i>Caribbean Political Development up to 1985</i>
	9. <i>Caribbean Society 1900 – 1985</i>

The Core and the Themes are arranged chronologically and teachers are advised to follow this sequence. Teachers are advised to plan their lessons around the Core, but each of its topics should be taught in harmony with the related Themes that have been selected.

Students must study *three* of the Themes set out above, each selected from a different section (one from Section A, one from Section B and one from Section C).

Alternatively, students may choose to study *two* of the Themes set out above, each selected from a different section. In such cases the *third* Theme must be proposed by the school. The Theme thus proposed must:

1. be related to the section omitted;
2. be capable of substituting for a theme from the section omitted;
3. have sufficient content for one term's work;
4. be accompanied by evidence that the school possesses the relevant teaching material; and,
5. first have been submitted to the Council for approval by January 1st of the year preceding the date at which the school intends to begin teaching the syllabus.

NOTE: Unless stated otherwise, whenever reference is made to the British-colonised Caribbean, it should be read as indicating the British West Indies, the Bahamas, Belize (British Honduras) and Guyana (British Guiana).

◆ FORMAT OF THE EXAMINATIONS

The syllabus will be examined at General Proficiency only. The examination consists of a multiple-choice paper, a free response paper and a School-Based Assessment (SBA) component, worth 35, 44 and 21 per cent of the total marks, respectively.

PAPER 01

(60 marks)

1 hour 15 minutes

Multiple Choice (35%)

This paper consists of 60 multiple-choice items based on the Core. Five items will be set on each of the 10 listed topics: the remaining 10 items will not be identified with a specific topic; but will focus on general trends and overall chronology.

PAPER 02

(75 marks)

2 hours

Short-answer and essay questions (44%)

This paper consists of 18 questions with two questions set on each of the nine themes. The paper is divided into three sections and candidates are required to answer three questions, one from each section.

One section will consist of short-answer questions. Questions from the other sections will require responses in the form of extended essays. The sections chosen for these

types of questions and responses may vary from year to year.

Some questions will be based on stimulus material to which candidates are required to respond. The stimulus material may include extracts from documents, pictures, cartoons, maps, statistical tables and graphs, and the response required may be a single sentence, a short paragraph or an essay.

Candidates must answer one question from each of the three sections of the syllabus.

PAPER 031

(35 marks)

School-Based Assessment (SBA) (21%)

One project set and marked by the school, using the mark scheme provided on page 28 of the syllabus.

PAPER 032

(35 marks)

2 hours

Alternative to School Based Assessment (21%)

Questions will be based on a set of source documents and designed to assess candidates' Use of Knowledge and Enquiry and Communication skills.

SBA will be accepted subject to the following conditions:

1. The work set must be at the appropriate difficulty level. (See 'Guidelines to Teachers for the Conduct of the School Based Assessment Component', pages 23 – 26.)
2. Where work is undertaken as a co-operative effort, each participant must present his/her own individual record of the activity.

MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

The raw marks allocated by paper and profile dimension are as follows:

PAPERS	Profile Dimension 1 (P1)	Profile Dimension 2 (P2)	Total Raw Marks
	<i>Knowledge and Comprehension (KC)</i>	<i>Use of Knowledge, Enquiry and Communication (UK&EC)</i>	
Paper 01 - Multiple Choice	60		60 (35%)
Paper 02 - Essay	30	45	75 (44%)
Paper 031 - SBA			
Paper 032 - Alternative to SBA		{ 35 }	{ 35 } (21%)
TOTAL	90 (53%)	80 (47%)	170 (100%)

Definitions of the SBA project and details of the documents required for external moderation, as well as the mark scheme to be used, are given in ‘Guidelines to Teachers for the Conduct of the School Based Assessment component’, (pages 23 to 26).

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates who have obtained 50% or more of the **moderated** score will not be required to repeat this component of the examination provided that they write the examination in the academic year immediately following their first sitting of the examination. Resit candidates who failed to achieve 50% of the **moderated** score must repeat the project during the academic year in which the examination is repeated. Resit candidates must indicate at registration that they are resit candidates.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and Paper 032.

Paper 032 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution. See pages 30 – 31 for further details.

◆ RECOMMENDED TIME ALLOCATION

It is recommended that in order to satisfy the requirements of the Caribbean History Syllabus, a minimum of four teaching periods of 30 to 40 minutes each per week be allocated.

◆ THE CORE

Students will be expected to study the following topics in order to make themselves familiar with the major developments of Caribbean History. **Teachers should teach each topic in harmony with the relevant themes that are chosen.**

A. The Indigenous Peoples of the Americas

1. Migration of indigenous peoples to the Americas and to the Caribbean territories (through North, Central and South America) and their interactions.
2. Geographical location of Taino (Arawak), Kalinago (Carib) and Maya.
3. Social, religious, political and economic organisation of Taino, Kalinago and Maya.

B. The Europeans

1. Factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17th century, including wind systems and ocean currents, *technology, trade, religion and national rivalry*.
2. Spanish colonisation and its effects on the indigenous populations.
3. European rivalry in the Caribbean up to 1763 - trade, piracy, warfare, privateering, buccaneering, settlement *and colonisation*.

C. The Economic Revolution and the Coming of the Africans

1. Overview of West African societies in the 15th century: economic, religious and political organisation and social relations.
2. Reasons for the change from tobacco to sugar and from logwood to mahogany.
3. Social, economic and political changes accompanying the transitions.
4. *Trade in enslaved Africans: procurement, transportation and sale in the Caribbean.*
5. Plantation Society - social, economic and political organisation.

D. Slave Resistance

1. Measures used to control enslaved Africans.
2. Forms of resistance by males and females.

3. Maroons: origins and achievements.
4. The causes of the major slave revolts (Haiti 1781 - 1804, Berbice 1763, Barbados 1816, Demerara 1823, Jamaica 1831) and the reasons for their success or failure.

E. Emancipation and Apprenticeship

1. *Reasons for the abolition of the Trans-Atlantic trade in Africans.*
2. The Amelioration proposals.
3. Social, economic and political factors which led to the abolition of slavery in the Caribbean.
4. The *main provisions of the Emancipation Act* and the problems of the Apprenticeship system.

F. Coming of the Chinese, Europeans, Indians and Africans

1. Push and pull factors that led to the migration of Liberated Africans, Europeans (Madeirans, Germans, French), Indians and Chinese to the Caribbean *in the 19th century*.
2. *Working and living conditions of immigrant groups in the Caribbean.*
3. Effects of immigration on the social, cultural and the economic life of the Caribbean.

G. The Establishment of the Peasantry 1838 to 1900

1. The conditions which facilitated or hindered the development of a Caribbean peasant population and the *growth* of the free village movement in the Caribbean to the end of the 19th century.
2. The development of an Indo-Caribbean peasantry in Trinidad and Guyana.
3. *Contribution* of the peasantry to the social and economic life of the Caribbean.

H. The United States' Influence in the Caribbean

1. Economic, political and ideological factors which influenced the United States' interest in the Caribbean up to 1962.
2. *Reasons for* United States' intervention in the following territories: Cuba and Puerto Rico (1898); Panama (1904); Haiti (1915) and the Dominican Republic (1916) and Grenada (1983).

3. The economic, political and cultural effects of United States' imperialism in the English speaking Caribbean up to 1985.
4. United States reaction to Cuban Revolution 1959 - 1962.

I. Popular Protests in the 1930s

1. The economic, political and social factors which created the protests of the 1930s in the Caribbean.
2. *The role of outstanding male and female protest leaders.*
3. Consequences of the protests - the Moyne Commission, the development of trade unions and political parties; the emergence of male and female personalities.

J. Movements Towards Independence and Regional Integration up to 1985

1. *Attempts at unification up to 1962 and reasons for failure and the results.*
2. Constitutional steps towards Independence in the British-colonised territories.
3. Constitutional arrangements *in the French and Dutch Antilles and Puerto Rico.*

◆ **THE THEMES**

1. The Themes are arranged in chronological sequence and teachers are advised to maintain this arrangement by planning their lessons around the Core. The Themes that are chosen, however, require more in-depth study.
2. Schools may offer a theme not listed in the syllabus (see page 5 for the rules governing this option).

Candidates are required to study *three* Themes in depth, one from each of the following sections.



◆ SECTION A

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS

SPECIFIC OBJECTIVES

Students should be able to:

1. *describe the migratory and settlement patterns of the indigenous peoples in the Caribbean up to the arrival of the Spanish in 1492;*
2. *describe the social, political and economic practices of the indigenous peoples in the Americas up to 1492;*
3. *explain the relationship between the main art forms and the beliefs and technology of the indigenous peoples;*
4. *explain the factors that led to Columbus' voyages;*
5. *assess the impact of the Europeans on the indigenous peoples up to 1600; and,*
6. *assess the impact of the indigenous peoples on the Europeans up to 1600.*

CONTENT

1. *Migration and settlement patterns.*
2. *Taino, Kalinago and Maya practices:*
 - (a) *Interaction among social groupings of each people;*
 - (b) *Political systems and leadership roles; and,*
 - (c) *Economic patterns - levels of self-sufficiency, acquisition of surplus.*
3. (a) *Indigenous art forms - architecture, music, painting, pottery, sculpture, dance.*
(b) *Indigenous beliefs and technology:*
 - (i) *Polytheism - types of gods/goddesses;*
 - (ii) *Animism;*
 - (iii) *Ancestral worship and sacrifice; and,*
 - (iv) *Scientific applications - mathematics, agriculture, astronomy.*

SECTION A

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS (cont'd)

4. *Motivating factors that led to Columbus' voyages - "Gold, God, Glory".*

5. *Impact of the Europeans on the Indigenous peoples:*

- (a) *Demographic changes;*
- (b) *Colonisation;*
- (c) *Cultural imposition; and,*
- (d) *Economic destabilisation.*

6. *Impact of the Indigenous peoples on the Europeans:*

- (a) *Introduction of crafts, agricultural products;*
- (b) *Provision of labour; and,*
- (c) *Diseases.*

SECTION A

THEME 2: CARIBBEAN ECONOMY AND SLAVERY

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the change from tobacco to sugar and logwood to mahogany;
2. assess the social, political and economic consequences of the changes in (1) above;
3. explain the reasons for the enslavement of Africans in the Caribbean;
4. describe the Trans-Atlantic Trade in Africans;
5. *describe the ways in which African labour was used in areas other than sugar production;*
6. describe the organisation of a typical sugar plantation;
7. describe the manufacturing processes on a typical sugar plantation before 1838;
8. identify the markets for the products in (7) above, before 1850;
9. describe African cultural forms in the Caribbean up to 1838; *and,*
10. describe the social relations in slave society.

CONTENT

1. *Economic revolutions: sugar and mahogany.*
2. *Social, political and economic consequences.*
3. *Accessibility, affordability, demand, attempts to justify enslavement of Africans.*
4. *Trans-Atlantic Trade – Organisation, Impact on West African societies, and experiences of its victims.*
5. *Mahogany, logwood, cotton, coffee and cocoa production.*
6. *Physical layout and use of labour (male and female).*
7. *Sugar production: field, factory and shipping; rum production: fermentation, distillation, ageing and bottling.*
8. *Markets for sugar and rum; profitability, risks.*
9. *African cultural forms: religion, language, dress, music, dance, food, and medicine.*
10. *Social relations: class, gender, ethnic relations.*

SECTION A

THEME 3: RESISTANCE AND REVOLT

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the various forms of slave control in the British, French and Spanish Caribbean;
2. evaluate the various forms of resistance of enslaved men and women;
3. explain the origins and development of Maroon societies in Jamaica, Suriname and Guyana;
4. explain the origins and course of the Haitian Revolution up to 1804;
5. assess the effects of the Revolution on Haiti and the wider Caribbean; *and,*
6. explain the causes, nature and consequences of major revolts.

CONTENT

1. *Slave control: legal, economic, psychological, social, ideological, physical and cultural.*
2. *Forms of resistance (male and female): insurrectionary and non-insurrectionary.*
3. *Maroon societies: origins and development.*
4. *The Haitian Revolution: causes and course.*
5. *Consequences of the Revolution for Haiti and the wider Caribbean – social, economic and political.*
6. *Major revolts (Berbice, 1763; Barbados, 1816; Demerara, 1823; Jamaica, 1831) - causes, nature, consequences.*

◆ SECTION B

THEME 4: METROPOLITAN MOVEMENTS TOWARDS EMANCIPATION

SPECIFIC OBJECTIVES

Students should be able to:

1. assess the effects of nineteenth century revolts on the emancipation process;
2. assess the attitudes and arguments advanced by interest groups;
3. compare the course of the British, French and Spanish anti-slavery movements;
4. describe the British and French Amelioration policies;
5. evaluate the clauses of the 1833 Act of Abolition (Emancipation Act);
6. *assess the workings of the Apprenticeship system up to 1838; and,*
7. analyse the terms of the 1833 Act of Emancipation.

CONTENT

1. *Responses to revolt: negative effects on slavery, positive effects on the emancipation process.*
2. *Attitudes towards slavery; arguments of interest groups for and against slavery - Economic, humanitarian, religious.*
3. *Anti-slavery movements: early protest, organised campaign, Caribbean reactions, outstanding personalities.*
4. *Amelioration: aims, features, results.*
5. *British Emancipation Act: main clauses – freedom, apprenticeship, compensation.*
6. *Apprenticeship: features, conditions, responses, results.*
7. *The Emancipation Act: attitude to planters, attitude to ex-slaves.*

SECTION B

THEME 5: ADJUSTMENTS TO EMANCIPATION, 1838 - 1876

SPECIFIC OBJECTIVES

Students should be able to:

1. identify the problems affecting the sugar industry in the English-speaking Caribbean 1838-1854;
2. describe the attitudes to labour in the English-speaking Caribbean after 1838;
3. account for the various schemes of migration as a solution to the problems of labour;
4. assess the effects of immigration on the sugar industry and the impact of selected migrant groups on society;
5. evaluate the impact of the free village settlements in the English-speaking Caribbean;
6. assess the contribution of free peasants to Caribbean society; and,
7. explain the reasons for the adoption of Crown Colony Government in the English Caribbean in the 19th century.

CONTENT

1. *Problems of sugar industry: labour, capital, technology, free trade.*
2. *Attitudes to labour: landowners, employers, free persons.*
3. *Schemes of migration: European, African, Madeirans, Indians, Chinese.*
4. *Economic effects of migration: supply, production, viability; Impact of migrants on society - Indians, Chinese, Madeirans.*
5. *Emergence of Free villages: outstanding personalities attitudes, responses, enabling factors; Impact: labour supply on plantation, utilities, social services (schools).*
6. *Contribution of peasantry: social, economic and political.*
7. *Crown Colony government: Old Representative Government, popular disaffection, changing Colonial Office policy.*

SECTION B

THEME 6: CARIBBEAN ECONOMY 1875 -1985

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the factors that created the crisis in the British-colonised Caribbean sugar industry in the late 19th century;
2. assess the measures taken to resolve the crisis in the British-colonised Caribbean sugar industry during late 19th century and early 20th century;
3. analyse the factors that led to the growth of the Cuban sugar industry in the 19th century;
4. explain the factors that encouraged the growth and survival of alternate agricultural enterprises in the British-colonised Caribbean up to 1935;
5. explain the factors that led to the establishment and growth of the extractive and service industries in the Caribbean up to 1985; and,
6. assess the effects of industrialisation on the English-speaking Caribbean.

CONTENT

1. *Factors which caused decline:*
 - (a) *Environmental.*
 - (b) *Trade Regulations.*
 - (c) *Technological backwardness.*
 - (d) *Factors of production.*
 - (e) *Competition from beet producers (effect on process).*
2. *Measures to resolve crisis:*
 - (a) *Imperial policies.*
 - (b) *Markets.*
 - (c) *Science and Technology.*

SECTION B

THEME 6: CARIBBEAN ECONOMY 1875 -1985 (cont'd)

3. *Growth of Cuba's sugar industry:*

- (a) *Investments.*
- (b) *Advanced Technology.*
- (c) *Entrepreneurship.*
- (d) *Markets.*

4. *Growth and survival of alternative agriculture:*

- (a) *Government policies.*
- (b) *Education and training.*
- (c) *Markets.*
- (d) *Investment Capital.*
- (e) *Entrepreneurship.*

5. *Industrial development factors:*

- (a) *Natural resources.*
- (b) *Government policies.*
- (c) *Investment capital.*
- (d) *Technology.*
- (e) *Methods of communication.*
- (f) *Human Resources.*

6. *Effects of industrialisation:*

- (a) *Urbanisation.*
- (b) *Occupations.*
- (c) *Impact on women – social, economic, political.*
- (d) *Standard of living.*

◆ SECTION C

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. *assess the reasons for United States' interest in the Caribbean between 1776 - 1870;*
2. *explain the factors responsible for United States' involvement in the selected Caribbean territories 1898 - 1985;*
3. *assess the consequences of the United States' involvement in selected Caribbean territories 1898 - 1985;*
4. *describe the policies of the Castro revolution;*
5. *assess the United States' response to the Castro revolution, 1959 - 1962;*
6. *explain the impact on the Caribbean of the Castro revolution between 1959 - 1985; and,*
7. *assess the impact of United States' involvement in the English-speaking Caribbean between 1939 - 1985.*

CONTENT

1. *Reasons for United States' interest in the Caribbean:*
 - (a) *Defence.*
 - (b) *Expansionism.*
 - (c) *Trade and Investments.*
 - (d) *United States ideology.*
2. *Factors/conditions - imperialism, trade routes, national security; political instability; foreign interferences; ideological conflict as seen in:*
 - (a) *Cuba (1898).*
 - (b) *Puerto Rico (1898).*
 - (c) *Panama (1903).*

SECTION C

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776 – 1985 (cont'd)

- (d) *Haiti (1915).*
 - (e) *Dominican Republic (1916).*
 - (f) *Grenada (1983).*
3. *Economic, political and cultural consequences of United States' involvement in territories listed in (2) above.*
4. *Policies of the Castro revolution:*
- (a) *Political, economic and social reforms.*
 - (b) *Consolidation of the revolution.*
 - (c) *Nationalism and Communism.*
 - (d) *Opposition to the United States.*
5. *United States' response:*
- (a) *Political and economic embargo;*
 - (b) *Ideological warfare;*
 - (c) *Military intervention; and,*
 - (d) *International pressure.*
6. *Impact of Castro revolution:*
- (a) *Spread of socialism;*
 - (b) *Creation of United States economic and political spheres of influence;*
 - (c) *Anti-communistic campaign; and,*
 - (d) *The Cold War.*
7. *Impact of United States' involvement in the English-speaking Caribbean:*
- (a) *Economic effects;*
 - (b) *Political effects; and,*
 - (c) *Cultural effects.*

SECTION C

THEME 8: CARIBBEAN POLITICAL DEVELOPMENT UP TO 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the failure of the major attempts at unification in the British-colonised Caribbean before 1939;
2. assess the relationship between popular protest and political developments in the Caribbean between 1935-1958;
3. explain the reasons for the establishment of a federation of the British West Indies between 1945 and 1958;
4. explain the reasons for the failure of the British West Indies Federation in 1962;
5. describe the contribution made to Caribbean integration by outstanding personalities (male and female) in the English-speaking territories; *and*,
6. describe constitutional arrangements used by non-English-speaking Caribbean territories as alternatives to independence.

CONTENT

1. *Early attempts - Leeward Islands 1674, Leeward Islands 1871, Windward Islands 1874 - 1876. Economic, political and social reasons for failure.*
2. *Moyne Commission, outcomes of protests and riots, trade unions, political parties, adult suffrage and self-government.*
3. *Movement to establish a federation: Reasons for unity - economic, social and political similarities. Role of the Colonial office.*
4. *Reasons for failure - economic, political, and social factors.*
5. *Personalities involved in integration: early life, education, career, philosophy, impact on movement.*
6. *Alternatives to independence:*
 - (a) *Plebisite and Commonwealth - Puerto Rico;*
 - (b) *Tripartite kingdom - Netherland Antilles; and,*
 - (c) *Départments - French Islands.*

SECTION C

THEME 9: CARIBBEAN SOCIETY, 1900 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the social and economic conditions existing in the Caribbean between 1900 and 1935;
2. outline efforts made to improve social conditions by different agents;
3. describe various aspects of social life;
4. explain the reasons for the emergence of various religious groups in the Caribbean; *and*,
5. assess the implications of membership in the various groups.

CONTENT

1. *Social and economic conditions (i) housing; (ii) cost of living; (iii) working conditions; (iv) unemployment; (v) health.*
2. *Organisations involved in improving living conditions: trade unions; governments (policies); women's organisation; United Negro Improvement Association (UNIA).*
3. *Aspects of social life: (i) ethnic/race relations; (ii) festivals and celebrations; (iii) recreation; (iv) transport and communication; (v) art forms (architecture, visual and performing arts).*
4. *Religious groups: (i) Christian Churches - Established and Evangelical; (ii) Hindu; (iii) Muslim; (iv) African - Christian syncretic religions, for example, Orisha, Shango; Kumina, Revivalism, Spiritual Baptists; (v) indigenous religions, for example, Rastafarianism.*
5. *Implications of membership: social, economic and political.*

◆ GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL-BASED ASSESSMENT

RATIONALE

School-Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring knowledge, skills and attitudes that are critical to the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting valid assignments for the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of critical skills and abilities and enhances the validity of the examination scores on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

SBA REQUIREMENTS

The School Based Assessment component of the Caribbean History Syllabus is a single research project. The area of research for the project may be selected from either the Core, Themes or some aspect of Local History (see requirements on pages 7-10).

Every school candidate who enters for the History examination must submit a research project. Students may work individually or in groups to research a specific topic. However, each student must produce an original report. No two reports from the same group should be identical. The report should be 1000 words in length (not including illustrations) and should include a bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

The research project should be neatly hand-written or if typed, must be double spaced. Any audio-visual materials used for a project should be submitted as part of the report for that project.

The teacher will be required to approve the research topic to be investigated, guide the candidate during the process of research and mark the completed work according to the guidelines provided by CXC, and submit the marks to the Council by 30 April in the year of the examination.

SPECIFIC OBJECTIVES

The following Specific Objectives have been designed for the School-Based Assessment.

Candidates should be able to:

1. identify an area of research appropriate to the Core, Theme or Local History;
2. develop a rationale for selecting the area of research;
3. identify and evaluate different sources of evidence (primary and secondary);
4. analyse and interpret the information with respect to the research question;
5. make conclusions which are fully supported by the evidence; and,
6. present their findings in acceptable language.

SPECIFIC GUIDELINES FOR RESEARCH PROJECT

The research topic

1. The research topic must be written in the form of a question.
2. It should be testable, that is, students should be able to collect information to answer the question.
3. It should be stated clearly, specifying the exact time frame to be used in answering the question.

Examples of research topics

1. In what ways did Taino culture differ from that of the Mayan in the pre-Columbian period?
2. To what extent is it true to say that the 18th century French slave laws and practice were more humane than those of the British?
3. "In its treatment of the workers, Indian Indentureship between 1845 and 1917 in Trinidad proved to be simply another form of slavery'. Does the evidence support this statement?
4. Is it true to suggest that social conditions in the British Caribbean in the 1930's, showed little or no improvement over that of the 1830's?
5. What evidence is there to show that Spanish Town was the capital of Jamaica (or St. Joseph was the capital of Trinidad) in the 16th century?

Gathering the evidence

The most frequently-used ways of gathering the evidence to answer the question are:

Primary Sources – first hand evidence, for example, diaries, letters, official records. These are obtainable in museums, archives and some libraries. A candidate presenting a paper on the first topic above, for example, should be able to find Taino artifacts in the local museum and could take photographs of these as evidence of Taino culture. Mayan artifacts could then be sourced from books on the Mayan in the school library and the differences between the two cultures could then be used as evidence to answer the question. For the last question in the sample, a candidate, using a camera, will find many examples of Spanish architecture, street names and so on, to present useful evidence of Spanish occupation in the respective islands.

Secondary Sources – second hand evidence, for example, books, newspapers, and magazine articles. These sources are more widely used in History and are easily available in most libraries.

Managing the project

The project is worth 21% of the total marks and 21% of the allocated class time should be devoted, therefore, to the project. This will allow time for teachers to explain the requirements, to discuss the assessment criteria and allow time for discussion of project work.

Planning

It is important to start planning for the project work early. Agreed deadlines should be established. Dates for the following activities should be set.

1. *submission of research title;*
2. *description of research project (two or more sentences);*
3. *completion of information collection;*
4. *submission of first draft; and,*
5. *research project completion.*

Length

The length of the project should be between 1000 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. *Candidates should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the quality of achievement at every evaluative level.*
2. *It should be clearly emphasised to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.*

3. *The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive enquiry, suggesting sources of information, advising on content and clarity in the writing of the research project.*

Authenticity

Teachers should ensure that each research project is the work of the candidate. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following techniques:

- *discussions with the candidate;*
- *having candidates explain primary and secondary sources needed and summarise findings; and,*
- *having students' complete aspects of the research project during class time.*

◆ MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.



All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignments that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

TEACHER'S CHECK LIST

CRITERIA	NATURE OF THE PROJECT/ASSIGNMENT	YES	NO
VALIDITY OF THE PROJECTS	1. <i>I had a brainstorming session with my class to share information on topics available from the Core, Theme or Local History that could be used for SBA.</i>		
	2. <i>I approved all my students' research proposals.</i>		
	3. <i>I monitored students' progress by giving them feedback as to the quality of their work and availability of resource materials.</i>		
	4. <i>I advised students of dates for completion of their papers.</i>		
	5. <i>I collected and marked the projects, took copies as records and submitted samples in keeping with CXC guidelines.</i>		
TEACHING STRATEGY	6. <i>I collaborated with students on the objectives of the investigation, the content required, the primary and secondary sources available, and the type of evidence required for answering the question.</i>		
	7. <i>I motivated students by triggering relevant prior knowledge about the topic they were investigating.</i>		
	8. <i>I guided them as needed and gave feedback before assessing performance.</i>		
ASSESSMENT	9. <i>I marked the projects, following the mark scheme in the syllabus.</i>		
PRESENTATION	10. <i>Candidates' reports are submitted in SIMPLE soft-backed folders of "Quarto" or "A4" size.</i>		
	11. <i>The candidates' name and registration number, title of the study and the name of the school are clearly written on the outside of the folder AND on the FIRST page.</i>		
	12. <i>A table of contents is included at the beginning of the research project.</i>		
	13. <i>The presentation, handwritten or typed, is neat and legible.</i>		
	14. <i>All illustrations are placed appropriately in the body of the text.</i>		
	15. <i>Candidates have a bibliography which represents an alphabetical list of the sources consulted for the research project.</i>		
	16. <i>In cases where greater detail cannot fit in the body of the work, candidates have used an appendix at the end of the project.</i>		

◆ MARK SCHEME FOR RESEARCH PROJECTS

The project, which is expected to cover one term's work, should be marked out of 35.

CRITERIA	P2 (UK + EC)
1. <u>Identify an Area of Research (2 marks)</u> <ul style="list-style-type: none"> - Area of research clearly identified - Area of research not clearly identified 	2 marks 1 mark
2. <u>Develop a Rationale (3 marks)</u> <ul style="list-style-type: none"> - Rationale for selecting area of research fully developed - Satisfactory development of rationale - Limited development of rationale 	3 marks 2 marks 1 mark
3. <u>Collection of Data (8 marks)</u> <ul style="list-style-type: none"> - Excellent use of sources - Good use of sources - Satisfactory use of sources - Weak use of sources 	7-8 marks 5-6 marks 3-4 marks 1-2 marks
4. <u>Analysis and Interpretation (6 + 4 = 10 marks)</u> <ul style="list-style-type: none"> (a) - Excellent analysis of data - Satisfactory analysis of data - Weak analysis of data (b) - Conclusions are fully supported by the data - Conclusions are partially supported by the data - Conclusions are minimally supported by the data 	5-6 marks 3-4 marks 1-2 marks 4 marks 2-3 marks 1 mark
5. <u>Presentation and Documentation (6+ 6 = 12 marks)</u> <ul style="list-style-type: none"> (a) - Excellent language skills - Satisfactory language skills - Weak language skills (b) - Excellent use of the conventions for writing a research paper - Satisfactory use of the conventions for writing a research paper - Weak use of the conventions for writing a research paper 	5-6 marks 3-4 marks 1-2 marks 5-6 marks 3-4 marks 1-2 marks
TOTAL	35 marks

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN HISTORY (SBA)

RESEARCH PROPOSAL

To be attached to each requested sample script

Teachers are advised to make a duplicate copy for each student.

To be completed by (Teacher will suggest a date)

NAME OF CANDIDATE: _____ CANDIDATE'S NUMBER: _____

NAME OF TEACHER: _____ NAME OF SCHOOL: _____

YEAR OF EXAMINATION: _____ SCHOOL CODE: _____

AREA OF RESEARCH:

BASIC OUTLINE OF STUDY:

(a) What is the rationale/aim of your study?

(b) How will you obtain your data?

(c) How do you intend to present the data?

TEACHER'S SIGNATURE: _____

CANDIDATE'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

DATE: _____

◆ GUIDELINES FOR THE CARIBBEAN HISTORY ALTERNATIVE TO SCHOOL-BASED ASSESSMENT 2011 – 2020

The Alternative to the School-Based Assessment in Caribbean History (Paper 032), takes the form of a written examination. The questions on Paper 032 will be drawn from the **CORE** of the syllabus. This paper will be weighted in the same way as the Paper 03/1 (SBA) for school candidates, as shown in the table below.

Use of Knowledge, Enquiry and Communication (UK and EC)	% of Total Exam
35	21%

Paper 03/2 consists of five compulsory questions requiring written responses that may vary in length and detail from a few sentences to one or more paragraphs. Questions will be based on primary and secondary source documents presented in the form of maps, charts, illustrations, tables or extracts from textbooks and other documents. The topics chosen for examinations will vary from year to year and will test the candidates' ability to employ skills of enquiry, communication, critical thinking and decision-making. Candidates are advised to familiarise themselves with the research activities listed below, in order to prepare adequately for Paper 032. **Please note that candidates taking Paper 032 must NOT submit a research project.**

A candidate preparing for the Alternative Paper to the School-Based Assessment will develop skills to:

1. interpret historical data presented in the form of maps, diagrams, charts, graphs and written documents;
2. relate facts;
3. make comparisons;
4. deduce cause and effect;
5. deduce means and ends;
6. weigh evidence;
7. detect bias;
8. identify inconsistencies, points of view, opinions, value judgements;
9. assess the relevance of information to a particular problem or topic;
10. draw reasoned conclusions; and,
11. make inferences from historical evidence.

In order to enhance your performance on Paper 032, you **may** also wish to:

1. select a topic to investigate from the CORE;
2. collect information on the topic from different perspectives, for example, political, social and economic;
3. read the views of different authors on the topic from at least one primary and two secondary sources;
4. discuss the topic with other Caribbean History students, teachers and any accessible resource persons; and,
5. analyse the information in task 3 above, using where appropriate, graphs, charts, tables, maps, diagrams and photographs to support your arguments.

Candidates are also advised to familiarise themselves with the perspectives of different writers on the topics that are presented in the CORE of the syllabus. Primary source documents from books, such as *Caribbean Generations* by Shirley C. Gordon are highly recommended for this purpose. The table below lists the areas of the CORE from which questions will be set for Paper 03/2.

YEAR OF EXAMINATION	TOPICS FROM THE CORE
2011	Emancipation and Apprenticeship
2012	The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans
2013	The coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans
2014	The Establishment of the Peasantry, 1838 to 1900.
2015	The Establishment of the Peasantry, 1838 to 1900.
2016	The United States' influence in the Caribbean.
2017	The United States' influence in the Caribbean.
2018	Emancipation and Apprenticeship
2019	The coming of the Chinese, Europeans (Madeirans, Germans, French) Indians and Africans
2020	The coming of the Chinese, Europeans (Madeirans, Germans, French) Indians and Africans
2021	<i>The Indigenous People of the Americas</i>
2022	<i>The Europeans</i>
2023	<i>The Economic Revolution and the coming of the Africans</i>
2024	<i>Slave Resistance</i>
2025	<i>Emancipation and Apprenticeship</i>
2026	<i>Popular Protests in the 1930s</i>
2027	<i>Movements towards Independence and Regional Integration up to 1985</i>
2028	<i>The United States' influence in the Caribbean</i>
2029	<i>The Establishment of the Peasantry, 1838 to 1900</i>

◆ RESOURCES

GENERAL BACKGROUND READING

- Ashdown, P. *Caribbean History in Maps*. Port-of-Spain: Longman Caribbean, 84p., 1979.
- Beckles, H. McD. Shepherd, V. A. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems*. London: Cambridge University Press, 240p., 2004.
- Beckles, H. McD. Shepherd, V. A. *Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood*. London: Cambridge University Press, 301p., 2006.
- Claypole, W. *Caribbean Story (New Edition)*. Harlow, England: Longman Caribbean, Robottom, John 2v., 1980 -1981.
- Cripps, L. L. *The Spanish Caribbean, From Columbus to Castro*. Boston: G.K. Hall, 251p., 1979.
- Gordon, S. *Caribbean Generations: A CXC History Source Book*. Port-of-Spain: Longman Caribbean, Kingston, 338p., 1983.
- Greenwood, R. *A Sketch Map History of the Caribbean*. London: Macmillan Caribbean, 234p., 1991.
- Hall, D. *The Caribbean Experience: An Historical Survey*. London: Heinemann Educational Books, 146p., 1982.
- Higman, B. (ed) *Trade, Government and Society in Caribbean History, 1700-1920: Essays Presented to Douglas Hall*. Kingston: Heinemann Educational Books, 172p., 1983.
- Knight, F. W. *The Modern Caribbean*. Chapel Hill: University of North Carolina Press, Palmer, Colin A (eds), 382p., 1989.
- Lewis, G. K. *Main Currents in Caribbean Thought*. Kingston: Heinemann Educational, 375p., 1983.
- Lewis, G. K. *The Contemporary Caribbean: A General Overview*. Washington D.C.: International Centre for Scholars, 32p., 1985.
- Reid, B. A. *Myths and Realities of Caribbean History*. Alabama: University of Alabama Press, April 2009.
- Rogozinski, J. A. *Brief History of the Caribbean: From the Arawak and the Carib to the Present*, Facts on Files. New York: 324p., 1992.
- Shepherd, V. A. *Women in Caribbean History – The British Colonized Territories*. Kingston: Ian Randle, 1999.
- Watts, D. *The West Indies: Patterns of Development, Culture and Environmental Change Since 1492*. New York: Cambridge University Press, 609p. 1987.

THE CORE

- Albert, B. and Graves, A. (eds) *Crisis and Change in the International Sugar Economy 1860-1914*. Norwich: ISC Press, 1984.
- Blackburn, R. *The Overthrow of Colonial Slavery 1776-1848 Verso*. London: 1998.
- Beckles, H. McD. Shepherd, V. A. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems*. London: Cambridge University Press, 240p., 2004.
- Beckles, H. McD. Shepherd, V. A. *Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood*, London: Cambridge University Press, 301p., 2006.
- Craton, M. *Testing the Chains: Resistance to Slavery in the British West Indies*. Ithaca: Cornell University Press, 1982.
- Demas, W. G. *Essays on Caribbean Integration and Development*. Kingston: Institute of Social and Economic Research, University of the West Indies, 1976.
- Dookham, I. *The US in the Caribbean*. London: Collins Caribbean, 1985.
- Green, W.A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment, 1830-1865*. Oxford: Clarendon Press, 1991.
- Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492-1797*. New York: Routledge, Methuen, 1986.
- Lewis, Sir W. A. *Labour in the West Indies: The Birth of a Workers' Movement*. London: New Beacon Books, 1977.
- Maingot, A. P. *The United States and the Caribbean*. London: Macmillan Press, 1994.
- Pares, R. *War and Trade in the West Indies*. London: Frank Cass, 1963.
- Reid, Basil A. *Myths and Realities of Caribbean History*. Port of Spain: Scrip-J. 119p., 2006.
- Wilson, S.M., (ed.) *The Indigenous People of the Caribbean*. Gainesville: University Press of Florida, 1997.

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS

- Anthony, M. *The Golden Quest: The Four Voyages of Christopher Columbus*. London: Macmillan and Bassingstoke, 205p., 1992.
- Coe, M.D. *The Maya*. New York: Thames and Hudson, 1984.
- Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492-1797*. Routledge, 1986. Methuen, New York. 348p.
- Parry, J. *The Age of Renaissance: Discovery, Exploration and Settlement*. Berkeley: University of California Press, 1981.

- Rouse, I. *The Tainos*. New Haven: Yale University Press, 1992.
- Wilson, S. M. (ed.) *The Indigenous People of the Caribbean*. Gainesville: University Press of Florida, 1997.
- THEME 2: CARIBBEAN ECONOMY AND SLAVERY**
- Boahen, A. *Topics in West African History*. London: Longmans, 1966.
- Curtin, P. D. *The Atlantic Slave Trade- A Census*. Madison: University of Wisconsin Press, 1965.
- Dunn, R. S. *Sugar and Slaves: The Rise of the Planter Class in the English West Indies 1624-1713*. Norton: New York and North Carolina Press, 359p., 1972.
- Goveia, E. *Slave Society in the British Leeward Islands at the End of the Eighteenth century*. New Haven: Yale University, 1965.
- Goveia, E. *The West Indian Slave Laws of the Eighteenth Century*. London: Caribbean University Press, 1970.
- Hamilton-Willie, D. *The Caribbean Economy and Slavery*. Kingston, Jamaica: Jamaica Publishing House Limited, 57p., 2001.
- Morrissey, M. *Slave Women in the New World: Gender Stratification in the Caribbean*. Lawrence: University Press of Kansas, 202p., 1989.
- Patterson. O. *The Sociology of Slavery; An Analysis of the Origin, Development and Structure of Negro Slave Society in Jamaica*. London: Macgibbon and Kee, 1967.
- Sheridan, R. B. *Sugar and Slavery*. Kingston, Jamaica: Canoe Press, 1994.
- THEME 3: RESISTANCE AND REVOLT**
- Bryan, P. *The Haitian Revolution and its Effects*. Kingston: Heinemann, 56p., 1984.
- Craton, M. *Testing the Chains: Resistance to Slavery in the British West Indies*. Ithaca: Cornell University Press, 389p., 1982.
- Fick, C. E. *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 355p., 1990.
- Hamilton-Willie, D. *Resistance and Revolt*. Kingston: Jamaica Publishing House Ltd. 84p., 2003.
- Mathurin, L. *The Rebel Woman in the British West Indies During Slavery*. Kingston: African-Caribbean Publications, 41p., 1975.
- Mckenzie, C., Vacianna, J. and Campbell, C. *The Jamaican Historical Review Vol XXIII 2007, Special Issue on Haiti in the Early Nineteenth century*, Jamaican Historical Society.

Thompson, A. *Flight to Freedom: African Runaways and Maroons in the Americas*. Kingston: University of the West Indies Press, 2006.

THEME 4: METROPOLITAN MOVEMENT TOWARDS EMANCIPATION

- Blackburn, R. *The Overthrow of Colonial Slavery 1776-1848*. Verso, London: 1988. 560p.
- Green, W.A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment 1830-1865*. Clarendon Press, London, 1991. 449p.
- Hamilton-Willie, D. *Movements Towards Emancipation*. Kingston, Jamaica: Jamaica Publishing House Ltd, 45p., 2004.
- Hayward, J. (ed.) *Out of Slavery: Abolition and After*. London: Frank Cass, 200p., 1985.
- Rose, J. (ed.) "The Anti Slavery Movement", Guyana Review 7, August 1993,
- Scott, R. *Slave Emancipation in Cuba: The Transition of Free Labor, 1860-1899*. New Jersey: Princeton University Press, 319p., 1985.
- Williams, E. *Capitalism and Slavery*. Deutsch, London: 285p., 1972.

THEME 5: ADJUSTMENTS TO EMANCIPATION, 1838-1876

- Gordon, S. *Our Cause for his Glory: Christianisation and Emancipation in Jamaica*. Kingston: The Press, University of the West Indies, 1998.
- Green, W. A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment, 1830-1865*. Oxford: Clarendon Press, 449p., 1991.
- Hamilton-Willie, D. *Adjustments to Emancipation 1838 – 1876*. Kingston: Jamaica Publishing House Ltd, 82p., 2007.
- Lawrence, K.O. *The Evolution of Long-term Contracts (in Labour Contracts in) Trinidad and British Guiana, 1834-1863*, [59-67], *Jamaica Historical Review*, 5, 1965.
- Marshall, W. K. *Peasant development in the West Indies since 1838* [252-63], *Social and Economic Studies*, 17, 1968.
- Riviere, W. E. "Labour Shortage in the British West Indies After Emancipation", *Journal of Caribbean History* 4, 1-30, 1972.
- Roopnarine, L. *Indo-Caribbean Indenture: Resistance and Accommodation, 1838-1920*, Kingston: University of the West Indies Press, 176p.1-14, 2007.
- Thomas, M. E. *Jamaica and Voluntary Labor from Africa, 1840-1865*. Gainesville: University Presses of Florida, 211p., 1974.

THEME 6: CARIBBEAN ECONOMY, 1875-1985

- Albert, B. G., Graces, A. *Crisis and Change in the International Sugar Economy 1860-1914*, Norwich: ISC Press, 381p., 1984.
- Ayub, M. A. *Made in Jamaica: The Development of the Manufacturing Sector*. Baltimore: John Hopkins University Press, 128p., 1981.
- Baptiste, F. A. *The Exploitation of Caribbean Bauxite and Petroleum 1914-1945*. Kingston: Department of History, University of the West Indies, 29p. 1986.
- Davies, P.N. *Fyffes and the Banana: Musa Sapientum: A Centenary History, 1888-1988*. New York: Cambridge University Press, 266p., 1990.
- Joseph, G. M. "The Logwood Trade and its Settlements". Belizean Studies 5: 2 (1977): 1-15; 5: 3 1-15, 1977.
- Lobdel, R. *Patterns of Investment and Sources of Credit in the British West Indian Sugar Industry, 1838-1897*, [31-53] Journal of Caribbean History, 4, 1972.
- Richardson, B. C. *Economy and Environment in the Caribbean: Barbados and the Windwards in the Late 1800s*, University Press of Florida, 1997.
- Richardson, B. C. "Depression Riots and the Calling of the 1897 West Indian Royal Commission". New West Indian Guide 66: 3 and 4, 169-91, 1992.
- Satchel, V. *The Jamaican Peasantry 1866-1900: Relationship between Economic Growth of the Peasant Sector and Governmental Policies*, Kingston: Department of History, University of the West Indies, 43p., 1983.
- Ward, J. R. *Poverty and Progress in the Caribbean, 1800-1960*. London: MacMillan, 1985.

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776-1985

- Atkins, G. P. *The United States and the Trujillo Regime*. New Jersey: Rutgers University Press, 245p., 1972.
- Benjamin, J. R. *The United States and Cuba: Hegemony and Dependent Development, 1880-1934*. Pittsburgh: University of Pittsburgh Press, 266p., 1977.
- Calder, B. *The Impact of Intervention: The Dominican Republic During the U.S. Occupation of 1915-1924*. Austin: University of Texas Press, 334p., 1984.
- Carr, R. *Puerto Rico: A Colonial Experiment*. New York: Vintage Books, 477p., 1984.
- Dookhan, I. *The US in the Caribbean*. London: Collins Caribbean, 108p., 1985.
- Hamilton-Willie, D. *The United States in the Caribbean*. Kingston, Jamaica: Jamaica Publishing House Limited, 64p., 2001.

Knight, F. W. *United States Cultural Influences on the English-speaking Caribbean During the Twentieth century*. Centro de Investigaciones del Caribe y America Latina, San German, PR: Centro de: Universidad Interamericana de Puerto Rico, 23p., 1983.

Maingot, A. P. *The United States and the Caribbean*. London: Macmillan Press, 260p., 1994.

THEME 8: CARIBBEAN POLITICAL DEVELOPMENTS in the 20th CENTURY

Cripps, L. *Puerto Rico: The Case for Independence*, Cambridge, Mass.: Schenkman Pub. Co., 169p., 1974.

Emmanuel, P. *Approaches to Caribbean Political Integration*. Cave Hill: Institute of Social and Economic Research, University of the West Indies, 89p. 1987.

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◆ GLOSSARY

TERMS	MEANING	COGNITIVE LEVEL
Describe	Illustrate something in words or provide factual information about it (that is, what it looks like, what are its component parts).	1 - Knowledge/ 2 - Comprehension
Identify	Name or point out specific components or features.	1 - Knowledge
Outline	Give the main features, main points or general idea.	1 - Knowledge
Account for	Explain by relating circumstances; give reasons for.	3 - Application/ 4 - Analysis
Explain	Make plain or understandable; give reasons for/or causes of; show the logical development of a relationship.	3 - Application/ 4 - Analysis
Examine	Identify key elements in a text, or the key points in an argument and closely evaluate them.	3 - Application/ 4 - Analysis
Analyse	Break down information into its component parts, examining and trying to understand the organisational structure of such information.	4 - Analysis
Discuss	Present a reasoned argument; consider points both for and against; explain the relative merits of a case.	5 - Synthesis/ 6 - Evaluation
Compare	Present similarities as well as differences.	6 - Evaluation
Assess	Identify shortcomings, weaknesses, disadvantages as well as strengths, advantages, benefits.	6 - Evaluation

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®
CSEC®



CARIBBEAN HISTORY

Specimen Papers and Mark Schemes/Keys

Specimen Paper: - Paper 01
Paper 02
Paper 032

Mark Scheme and Key: - Paper 01
Paper 02
Paper 032

**CARIBBEAN EXAMINATIONS COUNCIL
SECONDARY EDUCATION CERTIFICATE**

**SPECIMEN PAPER
MULTIPLE CHOICE QUESTIONS
FOR**

CARIBBEAN HISTORY

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Which of the following was used by early navigators to determine the position of the ship in relation to the stars?

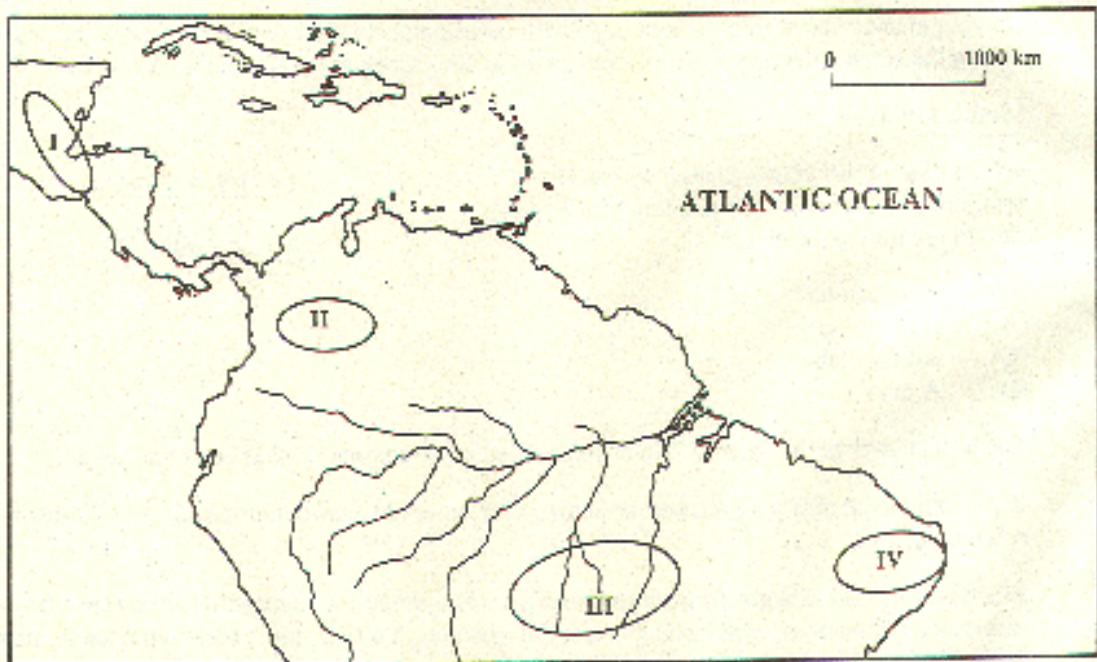
Sample Answer

- (A) (B) (C)

- (A) A map
(B) A compass
(C) A lodestone
(D) An astrolabe

The best answer to this item is “An astrolabe”, so answer space (D) has been shaded.

Item 1 refers to the map shown below.



1. The area where the Kalinagos lived before they migrated to the Caribbean islands is labelled
- (A) I
(B) II
(C) III
(D) IV
-
2. Which of the following territories was inhabited by Tainos in 1492?
- (A) Belize
(B) Jamaica
(C) Dominica
(D) St. Vincent
3. In which of the following territories were both Tainos and Kalinagos resident in 1492?
- (A) Cuba
(B) Antigua
(C) Barbados
(D) Puerto Rico
4. Which of the following materials was NOT one of the building materials used by the Maya?
- (A) Iron
(B) Paint
(C) Stone
(D) Wood
5. Which of the following leaders is NOT correctly matched to his indigenous people?
- (A) Nacoms - Tainos
(B) Cacique - Tainos
(C) Ubutu - Kalinago
(D) Halach Uinic - Maya

GO ON TO THE NEXT PAGE

6. The factor which did NOT play a key role in bringing the Europeans to the Americas is the
- (A) desire for wealth
(B) established trade routes
(C) development of the compass
(D) existence of financial support
7. The Spaniards who were assigned to care for the Indigenous Peoples were called
- (A) Alcaldes
(B) Audiencias
(C) Governors
(D) Encomenderos
8. The granting of trade licences to private ship captains led to the practice of illegal raids called
- (A) piracy
(B) colonizing
(C) privateering
(D) buccaneering
9. In which chronological order did the following conflicts occur?
- I. Seven Years War
II. Third Anglo-Dutch War
III. War of Spanish Succession
IV. English Conquest of Jamaica
- (A) I, II, III and IV
(B) II, III, IV and I
(C) III, II, I and IV
(D) IV, II, III and I
10. The Spanish monarchs readily supported Columbus' voyages because of Spain's trade rivalry with
- (A) Italy
(B) France
(C) England
(D) Portugal
11. Which of the following reasons BEST explains the change from tobacco to sugar in the British Caribbean?
- (A) High quality of West Indian sugar
(B) Poor quality of West Indian tobacco
(C) Competition from British American colonies
(D) Decline in demand for West Indian tobacco
12. Which of the following were the most common methods of sale for Africans in the West Indies?
- (A) Auction and barter
(B) Scramble and barter
(C) Auction and scramble
(D) Barter and consignment
13. The transition was made from logwood to mahogany because of
- (A) adequate supplies of labour
(B) protests from the Baymen
(C) easy access to mahogany trees
(D) decline in demand for logwood dye
14. The final place where African captives were held in Africa before transportation to the Caribbean was the
- (A) fort
(B) coffle
(C) prison
(D) barracoon

15. Which of the following was the correct order of status on the plantation during what period?
- (A) Manager, bookkeeper, attorney
(B) Bookkeeper, manager, attorney
(C) Attorney, manager, bookkeeper
(D) Bookkeeper, attorney, manager
16. In which order did the following revolts occur?
- (A) Christmas Rebellion, Berbice Rebellion, Haitian Revolution, Bussa Rebellion
(B) Berbice Rebellion, Haitian Revolution, Bussa Rebellion, Christmas Rebellion
(C) Bussa Rebellion, Haitian Revolution, Christmas Rebellion, Berbice Rebellion
(D) Haitian Revolution, Berbice Revolt, Bussa Rebellion, Christmas Rebellion
17. The MAIN reason for the success of the Haitian revolution was the
- (A) superior leadership of Toussaint
(B) guerrilla tactics of the enslaved Africans
(C) alliance the enslaved Africans made with the coloureds
(D) support the enslaved Africans received from the British
18. The existence of maroon societies in Jamaica in the 1700s may BEST be explained by the
- (A) influence of Haitian slaves
(B) presence of the British soldiers
(C) presence of mountainous terrain
(D) influence of newly arrived Africans
19. In the British colonies, laws regulating the institution of slavery were created by the
- (A) British Parliament
(B) stipendiary magistrates
(C) governor of each colony
(D) legislature of each colony
20. Which of the following freedom fighters is NOT correctly paired to the territory?
- (A) Cuffy - Berbice
(B) Bussa - Barbados
(C) Sam Sharpe - Jamaica
(D) Toussaint - Santo Domingo
21. Which of the following British amelioration proposals did planters object to MOST ?
- (A) Marriage of slaves
(B) Abolition of Sunday market
(C) Abolition of flogging for males
(D) Slaves giving evidence in court
22. What is the correct chronological order of the following events?
- (A) Amelioration, abolition of slave trade, Mansfield judgement, apprenticeship
(B) Mansfield judgement, abolition of slave trade, amelioration, apprenticeship
(C) Apprenticeship, Mansfield judgement, amelioration, abolition of slave trade
(D) Abolition of slave trade, apprenticeship, amelioration, Mansfield judgement

23. Who led the campaign for the abolition of the slave trade in the British Parliament in the 1830s?
- (A) Granville Sharpe
(B) Thomas Buxton
(C) Thomas Clarkson
(D) William Wilberforce
24. The slave rebellion which forced the British government to seriously consider an emancipation proposal was the
- (A) Bussa Rebellion
(B) Berbice Rebellion
(C) Haitian Revolution
(D) Christmas Rebellion
25. Which reason BEST explains why compensation was paid to the planters in 1833?
- (A) Planters were bankrupt.
(B) Government owed the planters.
(C) Property was being taken away.
(D) Planters needed money to pay debts.
26. English-speaking Caribbean planters sought alternative forms of labour after 1838 for all the following reasons EXCEPT
- (A) the freed people were lazy
(B) freed people sought employment
(C) they were unable to pay the high wages
(D) there was a large scale exodus from the estates
27. Which Caribbean country was the greatest recipient of East Indian migrants between 1838 and 1917?
- (A) Guyana
(B) Jamaica
(C) Grenada
(D) Trinidad
28. The Chinese immigration scheme failed because
- I. the scheme was more expensive than other schemes
II. Chinese immigrants were too few in number to be significant
III. Chinese immigration negatively affected Chinese family structure
IV. the British government had no control over Chinese immigration
- (A) I and IV only
(B) II and III only
(C) III and IV only
(D) I, II, III and IV
29. What reason BEST explains why Jamaican planters imported Germans for their sugar plantations after 1835?
- (A) Many blacks had already left the plantations.
(B) Planters wanted Germans to be policemen.
(C) Jamaica had a severe labour shortage.
(D) Planters wanted Germans to occupy the highlands.

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- 30.** The BEST reason for explaining why Indian immigration was described as a ‘new system of slavery’ was the
- (A) conditions aboard ship in the Atlantic
(B) way in which Indians were recruited
(C) long journey from India to the Caribbean
(D) working and living conditions on the plantations
- 31.** Which of the following actions were used to obstruct the development of the peasantry in the British Caribbean?
- I. Signing long labour contracts
II. Selling crown lands at high prices
III. Evicting squatters from crown lands
IV. Refusing to issue licenses to work outside estates
- (A) I and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II and III only
- 32.** Peasants introduced all of the following crops to the English-speaking economies EXCEPT
- (A) Rice
(B) Limes
(C) Wheat
(D) Arrowroot
- 33.** A political effect of the development of the peasantry was the acquisition of
- (A) business
(B) property
(C) social status
(D) voting rights
- 34.** In which of the following territories were formerly enslaved persons MOST successful in setting up free villages after emancipation?
- (A) Antigua
(B) Jamaica
(C) Grenada
(D) Barbados
- 35.** Which territory experienced the most rapid peasant development in the period 1838 to 1860?
- (A) St Lucia
(B) Jamaica
(C) Trinidad
(D) British Guiana
- 36.** The MAIN reason for the USA’s invasion of Cuba in 1898 was to
- (A) establish naval bases
(B) protect American residents in Cuba
(C) fulfil an old desire to take control of Cuba
(D) punish Spain for the sinking of the USS Maine
- 37.** The BEST explanation of the aims of the USA’s intervention in Haiti in 1915 was to
- (A) replace voodoo with Christianity
(B) promote religious freedom in Haiti
(C) facilitate government reforms in Haiti
(D) prevent a possible German takeover in Haiti

38. Which of following BEST describes the Monroe Doctrine?
- (A) A statement warning European imperial powers to stay out of the Americas
(B) A belief that the United States was destined to conquer the whole of the Americas
(C) The belief that the United States had the right to act as a policing power in the Americas
(D) The use of diplomacy and military force by the United States to control Caribbean and Latin American nations
41. Which of the following helped to create the labour unrest in the 1930s in the British Caribbean?
- I. High unemployment
II. Poor working conditions
III. Desire for independence
- (A) II only
(B) I and II only
(C) I and III only
(D) I, II and III
42. Which of the following persons played an important part in the struggle for social justice in St Kitts in the 1930s?
- (A) Uriah Butler
(B) Clement Payne
(C) Grantley Adams
(D) Robert Bradshaw
39. Item 39 refers to the following statement. This policy dominated United States relations with its Latin American neighbours in the 1930s. The policy referred to in the statement was known as the
- (A) Big Stick Policy
(B) Good Neighbour Policy
(C) Policy of Dollar Diplomacy
(D) Policy of Alliance for Progress
40. The United States involvement in Puerto Rico did NOT result in the
- (A) granting of independence to Puerto Rico
(B) establishment of naval bases in Puerto Rico
(C) migration of Puerto Ricans to the United States
(D) production of goods for the United States market
43. Which of the following was NOT a feature of the labour unrest in the British Caribbean in the 1930s?
- (A) Riots
(B) Strikes
(C) Civil wars
(D) Demonstrations
44. The Moyne Commission blamed the poor working conditions in the British Caribbean in the 1930s on the
- (A) workers
(B) political parties
(C) trade union leaders
(D) British Government

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- 45.** The rapid growth of trade unions in the British Caribbean after 1939 was due MAINLY to the
- (A) support of church leaders
(B) passage of favourable laws
(C) increase in the labour force
(D) influence of Marcus Garvey
- 46.** The factors which contributed to the failure of the West Indies Federation of 1958 to 1962 were the
- I. lack of funding for the Federation
II. insularity of Caribbean political leaders
III. withdrawal of Jamaica from the Federation
IV. individual governments retaining control over taxation
- (A) I and II only
(B) I and IV only
(C) I, III and IV only
(D) I, II, III and IV
- 47.** All of the following persons played a role in the West Indies Federation EXCEPT
- (A) Eric Williams
(B) Arthur Cipriani
(C) Grantley Adams
(D) Norman Manley
- 48.** Which of the following were contributing factors to the outbreak of the Morant Bay Rebellion?
- I. Denial of justice to black people
II. Very restricted voting rights of blacks
III. The intolerant policy of Governor Eyre towards the poor
IV. The willingness of the planter class to make land available to freed people
- (A) I and III only
(B) I, II and IV only
(C) I, II and III only
(D) I, II, III and IV
- 49.** After the Morant Bay Rebellion, Crown Colony government was introduced in all the following territories EXCEPT
- (A) Jamaica
(B) Barbados
(C) Montserrat
(D) British Virgin Islands
- 50.** All of the following persons led their territories to independence EXCEPT
- (A) Eric Williams
(B) Errol Barrow
(C) Forbes Burnham
(D) Grantley Adams
- 51.** Colonialism is BEST described as the
- (A) spread of culture by force
(B) killing of native peoples by foreign invaders
(C) settlement and control of one country by another
(D) conversion of native peoples to the Christian religion

52. In which chronological order were the following cultivated for export from the British Caribbean area?
- (A) Tobacco, sugar, bananas
(B) Sugar, bananas, tobacco
(C) Bananas, tobacco, sugar
(D) Tobacco, bananas, sugar
53. The policy of improving the conditions under which enslaved persons in the British colonies lived and worked was known as
- (A) abolition
(B) amelioration
(C) emancipation
(D) apprenticeship
54. Which of the following groups of countries is arranged in the chronological order in which they freed their enslaved?
- (A) France, Spain, Britain
(B) Spain, France, Britain
(C) Britain, France, Spain
(D) Britain, Spain, France
55. The notable event in British Caribbean history which occurred in 1838 was the
- (A) end of the apprenticeship system
(B) introduction of the apprenticeship system
(C) approval of the amelioration proposals
(D) abolition of the tax on manumission
56. In which of the following systems of government in the British Caribbean did the governor have MOST power?
- (A) Self-government
(B) Proprietary government
(C) Crown Colony government
(D) Representative government
57. To solve their labour problems immediately after emancipation, MOST British Caribbean planters were in favour of
- (A) immigration
(B) higher wages
(C) diversification
(D) mechanization
58. The movement towards independence in the British Caribbean was an evolution rather than a revolution MAINLY because
- (A) all islands did not gain independence at the same time
(B) political parties in the Caribbean demanded change
(C) the British government was not against the change
(D) it came after years of gradual constitutional change
59. Which of the following statements is true of BOTH Dr Eric Williams and Sir Alexander Bustamante?
- (A) They gave active support to the 1958 Federation.
(B) Each led his country into independence from Britain in 1962.
(C) Each was the political leader of his country at the start of the 1958 Federation.
(D) They started their careers as active trade union leaders and later entered politics.

60. In which chronological order did the following territories gain their independence?

- I. Haiti
 - II. Cuba
 - III. Trinidad
-
- (A) I, II and III
 - (B) II, I and III
 - (C) II, III and I
 - (D) III, II and I

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

**CARIBBEAN HISTORY
GENERAL PROFICIENCY**

SPECIMEN 2009

Item No.	Key
1	C
2	C
3	D
4	A
5	A
6	B
7	D
8	C
9	D
10	A
11	D
12	C
13	D
14	D
15	C
16	B
17	A
18	C
19	A
20	D
21	D
22	B
23	D
24	D
25	C
26	A
27	C
28	A
29	D
30	B

Item No.	Key
31	C
32	A
33	B
34	D
35	B
36	C
37	D
38	A
39	B
40	A
41	B
42	D
43	C
44	D
45	B
46	D
47	B
48	A
49	B
50	D
51	C
52	A
53	B
54	C
55	A
56	C
57	A
58	D
59	B
60	A

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

**CARIBBEAN HISTORY
GENERAL PROFICIENCY**

SPECIMEN 2009

Item No.	Key	Syllabus Objective
1	C	A.1
2	C	A.2
3	D	A.2
4	A	A.3
5	A	A3
6	B	B1
7	D	B2
8	C	B3
9	D	B3
10	A	B3
11	D	C2
12	C	C4
13	D	C3
14	D	C4
15	C	C5
16	B	D4
17	A	D4
18	C	D3
19	A	D1
20	D	D4
21	D	E1
22	B	E2
23	D	E3
24	D	E3
25	C	E4
26	A	F1
27	C	F2
28	A	F1
29	D	F1
30	B	F2

Item No.	Key	Syllabus Objective
31	C	G1
32	A	G3
33	B	G3
34	D	G1
35	B	G3
36	C	H2
37	D	H2
38	A	H1
39	B	H1
40	A	H2
41	B	I1
42	D	I1
43	C	I2
44	D	I1
45	B	I3
46	D	J1
47	B	J2
48	A	J3
49	B	J2
50	D	J2
51	C	GT
52	A	GT
53	B	GT
54	C	GT
55	A	GT
56	C	GT
57	A	GT
58	D	GT
59	B	GT
60	A	GT

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

SPECIMEN PAPER

Paper 02 – General Proficiency

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper consists of 18 questions in THREE sections.

Section A:	Questions 1 to 6
Section B:	Questions 7 to 12
Section C:	Questions 13 to 18
2. Answer THREE questions, choosing ONE from EACH section.
3. You should spend some time reading through the entire paper before deciding which questions you will answer.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

SECTION A

Answer ONE question only from this section. Where questions require an example, explanation or description your answer must be well developed and supported by historical details.

Theme 1: The Indigenous Peoples and the Europeans

1. Study the map below, then answer the questions that follow.



- (a) Name the Indigenous Peoples who inhabited the territories marked by letters W, X, Y, Z in the map above at the time of Columbus' arrival.

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(4 marks)

(b) Describe fully

(i) TWO customs of any ONE of the Indigenous Peoples named in (a).

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(6 marks)

(ii) ONE role of the leader of any ONE of the Indigenous Peoples.

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(3 marks)

(c) Describe FOUR technological achievements of the Maya.

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(12 marks)

TOTAL 25 marks

2. Columbus was surprised by the welcome from the Taino and he took their hospitality as a sign of docility and that they were weak and unprepared for battle. Each group used its own values to weigh up the other.

Beckles and Shepherd, Liberties Lost: Caribbean Indigenous Societies and Slave Systems,
Cambridge UP, 2004, P37

- (a) List FOUR materials used by the Taino to make their weapons and tools.

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(4 marks)

- (b) Explain THREE reasons why Columbus made his voyages to the New World.

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(9 marks)

- (c) Explain FOUR causes of the rapid decline of the Taino population by 1560.

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(12 marks)

TOTAL 25 marks

Theme 2: Caribbean Economy and Slavery

3. Read the passage, then answer the questions which follow.

I saw many of my miserable countrymen chained two and two, some handcuffed and some with their own hands tied behind. We were conducted along by a guard, and when we arrived at the castle, I asked my guide what I was brought here for, he told me to learn the ways of the Browfow, that is the white-faced people.

Ottobah Cugoano, 'Thoughts and Sentiments on the Evil of Slavery,' 1787 in Douglas Hall,
The Caribbean Experience, An Historical Survey,
Heinemann, 1982, page 31.

- (a) Name FOUR European ports which were involved in the trade in captive Africans the 1700s.

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(4 marks)

- (b) Explain THREE reasons why Africans were brought to the Caribbean in the 1600s.

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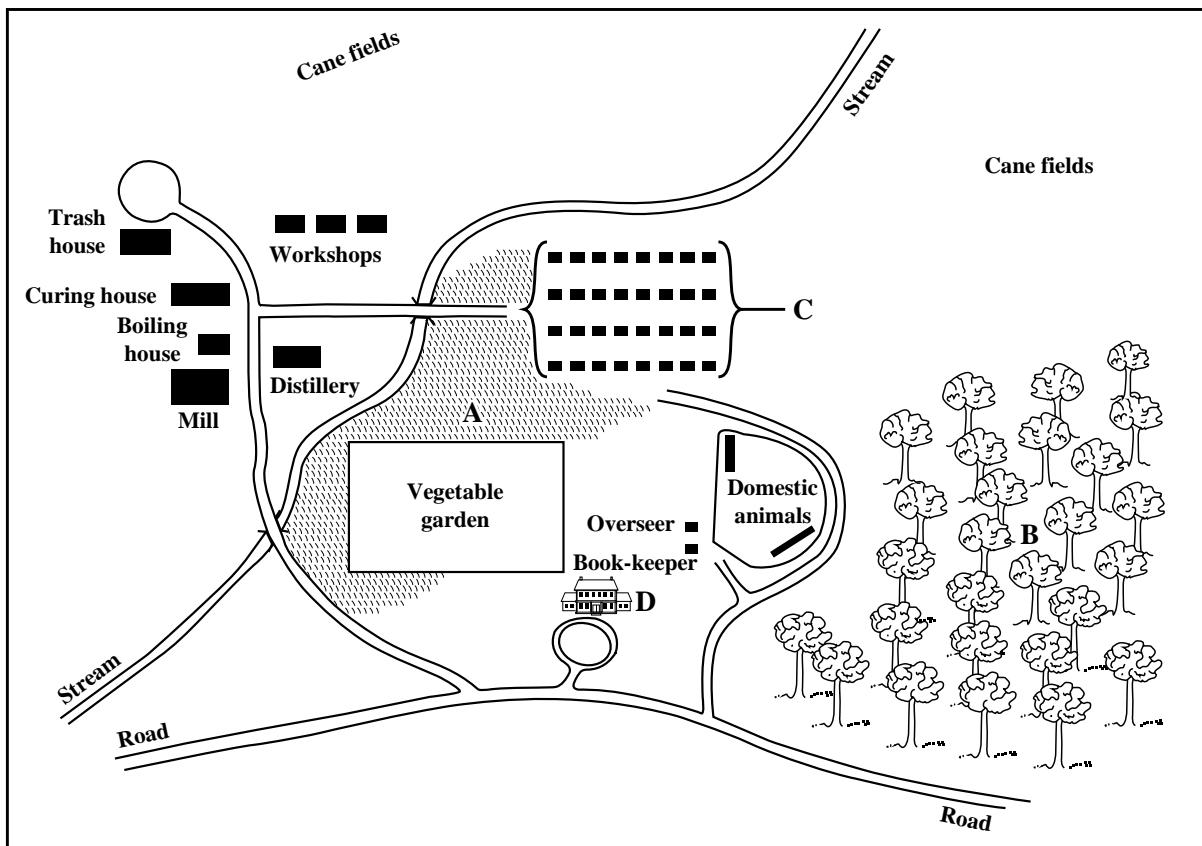
(9 marks)

- (c) Discuss FOUR reasons why African men and women found life difficult on board ship on the Middle Passage.

(12 marks)

TOTAL 25 marks

4. Study the diagram below and answer the questions that follow.



- (a) On the diagram provided of the layout of a typical sugar plantation, identify the areas marked A, B, C and D.

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(4 marks)

- (b) Explain the functions of THREE of the areas in (a) above.

(9 marks)

- (c) Describe the main aspects of the cultivation and processing of sugar.

(12 marks)

TOTAL 25 marks

Theme 3: Resistance and Revolt

5. Read the passage, then answer the questions which follow.

Within the colony itself, their masters were in dispute and there were differences of opinion between their masters and the government of France. Nonetheless, it was a long struggle in which the slaves came to depend almost entirely on the leadership of Toussaint L’Ouverture.

In Douglas Hall, *The Caribbean Experience, An Historical Survey*,
Heinemann, 1982, page 61.

- (a) Name FOUR groups which fought against the enslaved Africans in Haiti between 1791 and 1804.

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(4 marks)

- (b) Explain THREE ways in which Toussaint contributed to the success of the revolution.

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(9 marks)

- (c) Examine TWO effects of the revolution on Haiti and TWO on the wider Caribbean.

(12 marks)

TOTAL 25 marks

6. (a) Identify FOUR methods used by females to resist enslavement.

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(4 marks)

- (b) Explain THREE ways in which runaways affected the plantations.

(9 marks)

- (c) Examine FOUR reasons why the slave owners enslaved Africans feared revolts.

(12 marks)

TOTAL 25 marks

SECTION B

Answer ONE question only from this section.

All answers in this section must be well developed. Points must be logically sequenced and supported with relevant details and examples. Marks will be awarded for good organization and correct grammar, spelling and punctuation.

Theme 4: Metropolitan Movements Towards Emancipation

7. You are the Roman Catholic Bishop of Trinidad in 1831. Prepare a sermon explaining why some sections of the church supported plantation slavery while others did not.

- 8.** Imagine that you are the Governor of an English-speaking territory. Write a letter to the Colonial Office explaining why both the planter and the enslaved African would be unhappy with aspects of the 1833 Act.

TOTAL 25 marks

Theme 5: Adjustments to Emancipation

9. You are Kojo Mac a former freed person on a Jamaican plantation. Write a letter to your Baptist minister explaining why you were forced to leave the plantation and the difficulties you experienced in your village settlement.

TOTAL 25 marks

- 10.** As a member of the Jamaican assembly, write a speech explaining why the Colonial Office thought it best to replace the Old Representative system of government with Crown Colony Government in the mid-nineteenth century.

TOTAL 25 marks

Theme 6: Caribbean Economy, 1875 – 1985

- 11.** You are a journalist in Cuba in 1910 assigned to the newspaper, *The Economic Review*. Write an article for the newspaper in which you examine the factors encouraging and supporting the growth and development of the Cuban sugar industry in the period 1880 to 1910.

TOTAL 25 marks

- 12.** You are living in Jamaica in 1960 and have experienced changes in the bauxite and tourism industries. Examine the reasons for, and the impact of, the development of the bauxite and tourism industries in Jamaica.

TOTAL 25 marks

SECTION C

Answer ONE question only from this section.

All essays in this section must be well developed with a clear introduction and conclusion. Points must be supported with relevant details and examples. Marks will be awarded for good organization and correct grammar, spelling and punctuation.

Theme 7: The United States in the Caribbean, 1776 – 1985

- 13.** Explain the reasons for and benefits to the Caribbean of the United States' influence in the region between 1890 and 1930.

TOTAL 25 marks

- 14.** Explain the reasons for and the effects of Castro's nationalisation programme on Cubans.

TOTAL 25 marks

Theme 8: Caribbean Political Development up to 1985

- 15.** Assess the view that without unity between trade unions and political parties, 1930 – 1962, self-government would have occurred much later.

TOTAL 25 marks

- 16.** Discuss FOUR advantages and FOUR disadvantages of Associated Statehood for Puerto Rico.

TOTAL 25 marks

Theme 9: Caribbean Society, 1900-1985

17. Examine the reasons for the deplorable social conditions in the English speaking Caribbean in the 1930s and the measures that were taken by colonial governments to improve those conditions.

TOTAL 25 marks

- 18.** Explain the difficulties faced by the trade union movement from the 1930s to the 1960s.

TOTAL 25 marks

END OF TEST

C A R I B B E A N

E X A M I N A T I O N S
HEADQUARTERS

C O U N C I L

CARIBBEAN HISTORY

PAPER 02 - GENERAL PROFICIENCY

SPECIMEN

MARK SCHEME

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 1

(a) Indigenous Peoples:

- W – Kalinago
- X – Taino
- Y – Maya
- Z – Taino

1 mark each – 4 marks

K	UK/EC	Total
4	0	4

(b) (i) Customs of Taino:

- wearing of paint on skin
- chewing of tobacco
- wearing of zemis
- use of hammocks
- use of conuco cultivation

Customs of Kalinago

- flattening their babies' heads
- initiation rituals for boys
- the use of hammocks
- use of conuco cultivation

Customs of Maya

- use of planting ceremonies
- house blessing
- dancing to reinforce sense of community
- massaging of expectant

**2 customs identified, 1 mark each +
description of custom, 2 marks each – 6
marks**

2 4 6

(ii) Role of leader:

- led warriors into battle, in the case of the Kalinago
- determined time for planting and harvesting
- decided on hunting or fishing expeditions
- led in cultural and ceremonial events
- offered judgement in cases brought to him

**Role identified 1 mark + 2 marks for
description – 3 marks**

1 2 3

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 1 cont'd

- (c) Technological achievements of the Maya:
- construction of stone buildings
 - building of pyramids, with temples at the top
 - use of poison from plants to catch fish
 - use of the fruit of the Sihom tree to make soap
 - use of systems of irrigation for their fields
 - practice of terracing

Each achievement identified 1 mark and 3 marks for details of description - 12 marks
Specific Objective 1, 2, 3

Content 1, 4, 3

TOTAL

K	UK/EC	Total
3	9	12

10	15	25
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Question 2

- (a) Four materials used by the Taino to make weapons and tools:
- wood
 - bone
 - flint
 - shell

Four materials identified, 1 mark each - 4 marks

4	0	4
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- (b) Reasons for the Columbus' voyages:
- **Finding a new route:** Columbus wished to find a new route to the east because of the problems and inefficiencies of the land route.
 - **Funding:** Columbus received funding and encouragement from the Spanish monarch. They provided ships and equipment for the voyage.
 - **Exploration:** Columbus wished to conduct voyages of exploration, to find new landmasses and new civilisations.
 - **Glory:** The Columbus enterprise was aimed at the attainment of glory for himself and for Spain.

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Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 2 cont'd

- (b)
- **Gold:** Both Columbus and the Spanish monarch believed that the voyages should yield material rewards, hence the investment of time and money.
 - **Christianity:** The Spanish government was desirous of spreading the gospel, and converting persons to Christianity.

3 reasons identified 1 mark each, and well developed explanation, 2 marks each - 9 marks

- (c) Reasons for the rapid decline of the Taino population:

- **Superior weaponry:** The Europeans possessed weapons which enabled them to win battles against the Taino.
- **Psychological effect of weapons, horses and ships:** The cannon power and explosion created a measure of fear among the Amerindians, and men on horse back were never seen before.
- **Genocide:** This was a major cause of the decline, as Spaniards conducted executions of chief, burnt persons who resisted, massacred villages and played games to see whose sword was sharpest.
- **Slavery:** The hard labour of the Amerindians in mines without proper nutrition caused ill-health and death.
- **Destruction of crops:** Spanish horses, cattle and soldiers destroyed fields, thereby leading to food shortages.
- **Encomienda:** The free movement of Spaniards into Taino villages as a result of the encomienda system led to rape, torture and death.
- **Suicide and infanticide:** The weight of Spanish colonialism, Spanish weaponry and savage determination forced many to suicide and parents to commit infanticide.

UK	UK/EC	Total
3	6	9

5
 Caribbean History
 Paper 02 - General Proficiency
 Specimen
 Mark Scheme

Question 2 cont'd

- (c) - **Diseases:** The contact between Taino and European civilization led to the spread of diseases such as measles and chicken pox.
 - **Loss of productive lands:** The frantic search for gold and the Spanish use of productive lands for cattle ranching caused hunger among the Amerindians.

Each reason identified 1 mark + well developed and supported explanation, 3 marks each – 12 marks

**Specific Objective 2, 4, 6
 Content 2, 5, 7**

TOTAL

K	UK/EC	Total
3	9	12
10	15	25

Question 3

- (a) Four European slave ports:
 - London
 - Bristol
 - Liverpool
 - Bordeaux
 - Nantes
 - Amsterdam

Any 4 ports, 1 mark each

4 0 4

- (b) Three reasons why Africans were brought to the Caribbean:
 - **The decline of the Amerindians:** The decline of the Amerindian population by the year 1560 forced Europeans to seek alternate forms of labour.
 - **Problems with white labour:** White indentured labour did not prove to be satisfactory to Caribbean tobacco farmers and sugar planters.
 - **The Sugar Revolution and the demand for labour:** Larger sugar plantations dictated more labourers.
 - **African supply:** African chiefs were willing to exchange captives for European goods.
 - **Views of the African:** Africans were perceived by Europeans as inferior, ugly and barbaric. This justified enslavement.

Any 3 reasons identified, 1 mark each and well developed explanation, 2 marks each – 9 marks

3 6 9

Question 3 cont'd

(c) Reasons why life was difficult on the Middle Passage:

- **Length of journey:** The journey took between 6 to 8 weeks, but could be longer depending on the weather.
- **Confinement in the hold:** dark, hot, cramped conditions and little movement made life difficult.
- **Overcrowding:** Ships usually carried excess passengers to compensate for high slave mortality on board ship.
- **Overbearing stench:** A combination of blood, urine, stool and sweat proved unbearable.
- **Shortage of food and water:** Food and water were not always plentiful, especially as the voyage reached its 4th and 5th weeks.
- **Rape:** Women were raped on the voyage by sailors

3 reasons identified, 1 mark each and 3 well developed explanations supported by details, 3 marks each - 12 marks

Specific Objective 3, 4

Content 1, 3, 4

K	UK/EC	Total
3	9	12
TOTAL	10	25
4	0	4

Question 4

(a) Layout of plantation:

- A - pasture
- B - woodland
- C - housing for the enslaved
- D - great house

4 areas identified correctly, 1 mark each - 4 marks

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 4 cont'd

(b) Functions of pasture:

- to provide grass for the plantation animals
- to provide an open area for recreation

Functions of the woodland:

- it provided building materials for quarters for the enslaved
- it provided fire wood for the boiling house and distillery
- wooded areas provided plants which were used for medicinal purposes

Functions of the quarters for the enslaved:

- residences for slaves with sleeping quarters
- places for community gatherings e.g. discussions relating to plantation work, funerals, revolts
- places for fetes

Functions of the Great House:

- this was the place of residence for the plantation owner or attorney
- it was a place of shelter from hurricanes or slave rebellions
- it served as the office of the plantation
- this was the place for entertainment of visitors
- it was a symbol of wealth and power

Any 3 functions identified, 1 mark each and well developed, 3 marks each – 9 marks

(c) The main aspects of cultivation and processing:

- **Holing and planting:** holes were dug and cuttings inserted during the wet season
- **Tending:** As the plants grew, manure was applied and weeding was done
- **Harvesting:** This occurred during the months of January to May and was the busiest time of the plantation routine.
- **Crushing:** The planters used mills to crush cane, using either wind, water or animal power or combination of two.

K	UK/EC	Total
3	6	9

Question 4 cont'd

- (c)
- **Boiling:** The juice was boiled in large copper kettles, skimming was done and the strike was made in the smallest copper.
 - **Curing:** This occurred in a house adjoining the boiling house. The sugar was cured for up to 4 weeks by allowing the molasses to drip out.
 - **Packing:** the sugar was placed in hogsheads or barrels and sent to the towns for exportation

3 aspects identified, 1 mark each and 3 well developed explanations supported by details, 3 marks each

Specific Objective 6, 7

Content 6, 7

TOTAL

K	UK/EC	Total
3	9	12

10	15	25
----	----	----

Question 5

- (a) The groups which fought against the enslaved:

- French whites
- French troops
- British troops
- Spanish troops
- Coloureds

Any 4 groups correctly identified, 1 mark each - 4 marks

4	0	4
---	---	---

- (b) The contribution of Toussaint:

- **Organization of army:** He assembled 20,000 fighting men, provided training, ammunition, and discipline.
- **Trade with USA:** This allowed him to export commodities and buy weapons and ammunition.
- **Military alliances:** Made alliances with France, Spain and coloured to obtain training and ammunition.
- **Tactics:** Toussaint burnt towns, threw corpses in wells and engaged opponents in wet season.
- **Ideology:** He inspired the blacks to pursue liberty at all cost.

Any 3 points identified 1 mark each, and well developed, 2 marks each - 9 marks

3	6	9
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Question 5 cont'd

(c) Effect of the revolution on Haiti and on the Caribbean:

HAITI

- **Infrastructure:** towns, harbours, wharves, bridges were destroyed
- **Human resources in decline:** Many died in war, and thousands received crippling injuries
- **Exodus of whites:** Many whites left with their capital, slaves and technology
- **End of slavery:** Slavery was abolished by the slaves
- **Independence and black control:** Haiti became the 2nd country to become independent in the Western Hemisphere.
- **Embargo:** France and the USA imposed a trade embargo on Haiti between 1806 and 1809

CARIBBEAN

- **Fear of émigrés:** Jamaica, Cuba and Puerto Rico feared that the Haitian blacks would cause trouble.
- **Boost in production:** Receiving countries were able to boost coffee and sugar production and exports because of the movement of Haitian planters.
- **Increasing militancy of enslaved:** Many enslaved Africans became restless and rebelled.

Any 3 effects identified, 1 mark each and 3 well developed explanations, 3 marks each – 12 marks

Specific Objectives 4, 5

Content 4, 5

K	UK/EC	Total
3	9	12
TOTAL	10	25

10
 Caribbean History
 Paper 02 - General Proficiency
 Specimen
 Mark Scheme

Question 6

(a) Methods used to resist enslavement:

- Poisoning
- Revolts
- Strike
- Ridicule
- Marronage
- Illness

Any 4 methods correctly indentified, 1 mark each - 4 marks

K	UK/EC	Total
	4	4
	3	6
	3	9

(b) Ways in which runaway blacks affected the plantations:

- **Loss of labour:** This caused planters to replace those who had escaped.
- **Theft:** This related to animals, crops and plantation equipment.
- **Encouragement to those on plantations:** The success of resistance encouraged those on plantations to desire freedom by marronage.
- **Attack on plantation:** Maroon communities on the outskirts of the plantations posed a threat to the estates.

3 ways identified, 1 mark each and well developed, 2 marks each - 9 marks

(c) Reasons for fear of revolts:

- **Death and injury:** This was an ever present fear of the white community
- **Overthrow of slavery:** This was the aim of many revolts, with one being successful.
- **Destruction of the plantations:** During revolts this was the prime edifice to come under attack.
- **Removal of planter government:** Blacks aimed for self rule.
- **Independence:** European countries feared the loss of colonies to the enslaved.
- **Disruption of social and political systems:** This was the ultimate aim of revolutions.

3 reasons identified, 1 mark each and 3 well developed explanations supported by details, 3 marks each

Specific Objective 2, 3

Content 2,3

3 9 12

Question 7

Knowledge

Candidates should demonstrate knowledge of the following:

- The main clauses of the Act
 - The procedures for implementing the Act
 - The role of the Governor in maintaining order and giving assent to the Act
 - The role of the Colonial Office in drafting the Act
 - The planters' fears concerning emancipation
 - The desire of the enslaved for freedom

Use of knowledge & Enquiry and Communication

Candidates can argue three of the following reasons for resentment. Conclusions should follow logically from arguments.

Resentment by planter:

- **Abolition:** Two hundred years of slavery had come to an end.
 - **Free time for ¼ of work week:** This diminished the strength of work force during the crop season.
 - **Loss of judicial control:** the planter magistrates were replaced by Stipendiary Magistrates.
 - **Payment of wages:** This would have been new to the planters in relation to the Africans.
 - **Law before compensation:** Planters would only get compensation after Local Assemblies had passed the relevant legislation.
 - Planters were obligated to supply food, housing and shelter

Resentment by enslaved Africans:

- **Apprenticeship:** Africans wanted immediate emancipation.
 - **No compensation** – enslaved Africans were not compensated by the British Government.
 - **The length of apprenticeship:** praedial blacks were made to serve for 6 years.
 - Enslaved Africans could still be flogged
 - Stipendiary Magistrates were Europeans, and likely to side with the planters

K	UK/EC	Total
10		10
	15	15
10	15	25

Question 8

Knowledge

Candidates should demonstrate knowledge of the following:

- The debate on the question of amelioration
 - The increasing prominence of free blacks and coloureds
 - The changing views of some slave owners because of slave rebellions
 - The local view that English abolitionists were unreasonable

Use of knowledge & Enquiry and Communication

Candidates can argue four of the following reasons for resentment

Those who supported plantation slavery:

- Africans were inferior and could be enslaved
 - The Bible supported slavery: Curse of Ham
 - Society must have slaves and masters
 - Plantation slavery introduced the Africans to Christianity
 - Africans enjoyed better conditions in the Caribbean than in Africa.
 - The labour of the Africans contributed to the development of European society and economy

Those who were against slavery:

- Slavery ran counter to the Biblical principles of love.
 - God did not support slavery
 - Slave society was vicious because of the horrors associated with it.
 - Wage labour would be more economical than slave labour
 - Slavery degraded the morals of society and encouraged rape and adultery
 - The slave was not an inferior person, but 'a man and a brother'.

Specific Objective 2

Content 2

TOTAL 10 15 25

K	UK/EC	Total
10		10
	15	15
10	15	25

Question 9

K	UK/EC	Total
10		10
	15	15
10	15	25

Knowledge

Candidates should demonstrate knowledge of the following:

- Wage levels
 - Terms of contract
 - Evidence of disputes at Plantain Garden River District, Golden Grove, Spring Hill
 - That by 1842 there were approximately 200 villages in Jamaica
 - Planter perceived the village as reducing plantation labour

Use of knowledge & Enquiry and Communication

Candidates can argue three of the following reasons and difficulties:

Reasons for leaving:

- **Contract system:** Workers viewed contract as a document which restricted their mobility
 - **Low wages:** Planters tried to keep wages down to cut cost of production
 - **Insecurity of tenure:** Persons could be evicted at a month's notice
 - Frequent disputes between freedman and planter.
 - Sexual Harassment of children and wife.
 - High rents deducted from wages

Difficulty experienced in village:

- Lack of proper roads
 - The need for government assisted schools
 - Difficulty in marketing products because of the need for a licence
 - Praedial larceny
 - High rents charged by the government
 - Difficulty in getting lands surveyed

Specific Objective 5

- Content 5

TOTAL 10 15 25

Question 10

K	UK/EC	Total
10		10
	15	15
10	15	25

Knowledge

Candidates should demonstrate knowledge of the following:

- The concepts of Crown Colony and Old Representative Government
 - Jamaica's past problems with the Colonial Office
 - The role and function of the Colonial Office
 - Colonial office programme for negro improvement

Use of knowledge & Enquiry and Communication

Candidates can argue six of the following reasons:

Reasons for replacement of ORS with CCG

- Colonial Assemblies had obstructed British policy in the past
 - Colonial Assemblies could not be trusted to put programmes in place for the improvement of the freedmen.
 - British Governors had very little say in the affairs of the country
 - Crown Colony Government under a federation would be more efficient.
 - The ORS held back the development of the colonies
 - Under the ORS planters concentrated primarily on the development of the sugar industry, excluding other sectors
 - The workers had rioted under the ORS for better social and economic conditions.
 - British civil servants such as Henry Taylor and Lord Carnarvon pushed the idea of CCG to allow more **freedom of movement**.
 - Lack of competent candidates and political apathy in colonies such as St. Vincent led to the move towards CCG.
 - CCG ensured a more harmonious relationship between the executive and the legislative branches of government.

Specific Objective 7

Content 7

TOTAL

10

15

25

15
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 11

Knowledge

Candidates should demonstrate knowledge of the following:

- The size of Cuba at 114,500 sq kms
- Cuba's sugar revolution
- The function of steam power, central factories and the centrifugal drier
- Immigrant labour, 100, 000 Chinese going to Cuba after 1850
- US investment of \$100 million by 1900
- US control of Cuba after 1898

K	UK/EC	Total
10		10

Use of knowledge & Enquiry and Communication

This question is specific to Cuba over a 30-year period, surveying the physical, technological, financial and social reasons for the upsurge of the sugar industry. It demands clearly developed points, giving appropriate examples.

Candidates can argue six of the following reasons:

Factors supporting the development of the Cuban sugar industry

- **Investment from the USA:** in railways, factories, estates.
- **Virgin territory** in Cuba generated good yields.
- **Secure markets** in the USA because of American political control.
- **Technology:** Cubans had introduced the steam mill, the vacuum pan and the centrifugal drier.
- **Central factories** replaced smaller sugar works, leading to economies of scale
- Cuba's **size** allowed it to produce over 1 million tons by the 1890s.
- Cuba received cheap immigrant **labour** from China, the British Caribbean and India.
- The Cuban **government** encouraged the farmers by allowing US investment and control.

Specific Objective 3

Content 3

TOTAL	10	15	25

16
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 12

Knowledge

Candidates should demonstrate knowledge of the following:

- The bauxite companies such as ALCAN AND ALCOA
- Bauxite reserves of 600 million tonnes
- The development of ports such as Kaiser and Ocho Rios
- Bauxite exports of 2 million tonnes in 1975
- Tourist arrivals of 20,000 in 1961
- Tourist spending of £13 million in 1961
- Cheap travel packages

K	UK/EC	Total
10		10

Use of Knowledge & Enquiry and Communication

This question is specific to Jamaica, requiring candidates to examine the development of two issues: tourism and bauxite. The second part calls attention to the impact of these activities on society.

Students should present clearly argued reasons and use appropriate examples.

Reasons for the development of industry:

TOURISM

- The emergence of **jet travel**
- **Prosperity** in European and North American countries
- Need to reduce **dependence** on the sugar industry

BAUXITE

- The **demand** for aluminium on a worldwide scale
- The willingness of **foreign companies** to mine the bauxite
- The willingness of **government** to encourage the extractive industries

The impact of industrial development

- Infrastructural development were made.
- Window to the sea gave way to hotels in some countries
- Unemployment was reduced
- There was a shift in employment from the sugar industry to the new industries.
- Women got more opportunities for more 'decent' employment in tourism.
- Social services improved because industry earnings improved.

At least two points well developed from each category

Specific Objective 6

Content 5

TOTAL	10	15	25
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17
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 13

Knowledge

Candidates should demonstrate knowledge of the following:

- Monroe Doctrine of 1823 and concept of Manifest Destiny
- 7 different Presidents in Haiti between 1908 and 1915
- Assassination of President Ramon Caceres in 1911 in Dominican Republic
- Cuba's sugar production increased from 1.5 million to 4.0 million tonnes between 1908 and 1918.
- The terms of the Platt Amendment

K	UK/EC	Total
10		10

Use of Knowledge & Enquiry and Communication

The question requires candidates to deal with the US involvement over a 40-year period and it is useful to define influence in the introduction and list the main points as well. The question warrants 'reasons' and 'benefits' and these must be clearly developed, citing specific Caribbean countries.

- USA wished to prevent European powers from dominating in the region.
- The US intervened to bring stability to Haiti, Cuba and the Dominican Republic.
- The US intervened to bring social and economic development to the Caribbean.
- Caribbean government needed market for the primary products.
- USA has a mission to share the ideals of democracy with other states.
- American control meant increased national security at home.

15 15

At least three points well developed and argued

Benefits Received

- Improvements in education and health care
- Political stability in the Caribbean
- Increased exports from the Caribbean
- Training for police force in Haiti and the Dominican Republic
- Technological transfer to Cuba, Puerto Rico and the Dominican Republic.

At least three points well developed and argued

Specific Objective 1, 2

Content 1, 2

TOTAL	10	15	25
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 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 14

Knowledge

Candidates should demonstrate knowledge of the following:

- The concept of nationalisation
- The concept of a socialist revolution
- America controlled 80% of Cuban sugar industry; 1/3 of Cuban land; most of the tobacco industry
- Cuban ownership limited to 998 acres by Castro
- Seizure of 100,000 acres of United Fruit estates by 1960 by Castro
- By 1960, over 1 billion worth of American-owned enterprises seized

K	UK/EC	Total
10		10
	15	15

Use of Knowledge & Enquiry and Communication

The question requires students to explain reasons and describe effects of the nationalisation programme in Cuba. The introduction to the question should explain the concept of nationalisation and list some of the reasons for it and the body should develop the points, citing examples within the period 1950 to 1985.

Three reasons for nationalization:

- Castro thought that the American companies controlled too much of Cuba's resources.
- Resources could be used for social and economic improvement.
- Nationalization is one aspect of socialism
- The foreign companies contributed too little to the Cuban society and economy.
- Nationalization was in keeping with Cuba's ideals as an independent nation
- To remove all inequality in ownership of resources thus all Cuban's would benefit equally.
- To rid the island of all corruption and abuse especially in political and economic affairs
- Remove all remnants of foreign ownership as well as to stop the removal of Cuban capital/revenue to foreign countries.

At least three points well developed and argued

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Caribbean History
Paper 02 – General Proficiency
Specimen
Mark Scheme
Extended Essays

Question 14 cont'd

Effects of nationalization:

- Confiscation of church property
- Limit to the size of land ownership
- Persons and businesses lost property no longer had rights over private property and left.
- Persons opposed the Communist ideology and did not want to live in a controlled society.
- More financial resources at the disposal of the State
- Retardation of domestic investment

At least three points well developed and argued

Specific Objective 4

Content 4 & 6

K	UK/EC	Total
TOTAL	10	15

Question 15

Knowledge

Candidates should demonstrate knowledge of the following:

- The concept of self government
 - Names of trade unions and political parties:
Barbados Workers' Union/ Barbados Labour Party
 - Unity between the People's National Party and
the Trade Union Council of Jamaica
 - Names of political leaders: Norman Manley/
Alexander Bustamante
 - The unity at the Caribbean Labour Congress 1945
 - The participation of union leaders and
political leaders at the Montego Bay Conference
in 1947

K	UK/EC	Total
10		10
	15	15
10	15	25

Use of Knowledge & Enquiry and Communication

This question requires candidates to hold a position on the view put forward in the question. Students should show the linkages between the political parties and the trade unions and whether Britain would have granted self-government without these linkages.

- Parties/unions presented suitable candidates which the British government approved.
 - Most parties and unions were closely knit and this suggested unity.
 - Parties and unions had similar objectives for development.
 - By themselves they were not powerful enough to fight for self-government.
 - Trade Unions needed legal recognition which could only be obtained through constitutional change, thus they needed to connect or link themselves with political parties.
 - Unions and Political parties needed to gather all its supporters to be a force to push constitutional self-government - strength in numbers.
 - The leaders who fought for change came out of the Union movement and they used Unions as stepping stones to become political party leaders.
 - Britain wished to give self government to the colonies as part of the decolonisation process.

At least six points well developed

Specific Objective 2 & 5

Content 2 & 5

TOTAL | 10 | 15 | 25

21
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 16

Knowledge

Candidates should demonstrate knowledge of the following:

- The concept of Associated Statehood
- The vision of Munoz Marin
- The referendum of 1967
- The structure of the arrangement with the USA
- Rise in income per capita from \$179 in 1950 to \$1,129 in 1968.

K	UK/EC	Total
10		10

Use of Knowledge & Enquiry and Communication

Students should show an understanding of the concept of Free Associated Statehood and provide well developed points on advantages and disadvantages.

For the concept they must note:

- the island was neither a colony or a US state
- it has self government in all local matters
- It remains dependent on the USA for defence and foreign relations

	15	15

Advantages of statehood

- Internal self rule for Puerto Ricans
- Puerto Ricans became US citizens
- Puerto Ricans were exempted from federal taxation
- Federal Government obligated to provide grants and financial support to Puerto Rico
- Puerto Ricans can travel and work in the USA
- Tax exemptions have encouraged US investment on the island

At least three points well developed and argued

Disadvantages of statehood

- Puerto Ricans not allowed to send voting representatives to Congress
- Puerto Ricans do not have independence
- Some Puerto Ricans think of themselves as having a Hispanic heritage
- The island's economy is US controlled

At least three points well developed and argued

Specific Objective 6

Content 6

TOTAL **10** **15** **25**

22
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 17

Knowledge

Candidates should demonstrate knowledge of the following:

- 40, 000 workers employed in Barbadian sugar industry
- Wages of 30-48 cents per day paid to agricultural workers
- Infant mortality of 217 per thousand in Barbados and 120 in Trinidad
- Industrialisation by Invitation to create 4,600 in Trinidad
- The recommendations of the Moyne Commission of 1938
- Colonial Development fund of £1 million per year for 20 years
- Pioneer industries Act and Hotel Aids Act

K	UK/EC	Total
10		10
		15

Use of Knowledge & Enquiry and Communication

The question requires students to describe reasons for depressed social conditions and say what was done by the government to tackles these problems. Points must be fully developed, citing specific examples from the British Caribbean.

Reasons for deplorable conditions

- The Great Depression also affected the British Caribbean
- The British Government gave very little aid to West Indies
- The planter-government were primarily interested in the sugar industry
- Emigration opportunities had virtually dried up
- Sugar monoculture monopolized much of the plantation land
- Low wages prevented workers from making improvement to homes
- The absence of trade union laws made unions very ineffective

At least three points well developed and argued

23
 Caribbean History
 Paper 02 – General Proficiency
 Specimen
 Mark Scheme
 Extended Essays

Question 17 cont'd

Measures to improve conditions

- Trade union legislation was passed in the 1940s
- Political parties were formed and had an agenda for reform
- Universal Adult Suffrage came to the British Caribbean
- Some colonies had internal investigative commissions on riots
- Organizations such as friendly societies and credit unions were encouraged

At least three points well developed and argued

**Specific Objective 1 & 2
 Content 1& 2**

K	UK/EC	Total
TOTAL	10	15

25

Question 18

K	UK/EC	Total
10		10
	15	15
10	15	25

Knowledge

Candidates should demonstrate knowledge of the following:

- The names of trade unions and leadership
 - The specific problem of being illegal before the 1940
 - The domination of the plantocracy

Use of Knowledge & Enquiry and Communication

The question requires for an explanation of the difficulties experienced by trade unions the British Caribbean in a 30- year period. It is expected that the points are clearly developed, with examples drawn from various Caribbean territories.

- Before 1940 many were illegal and Trade unions could be sued for picketing
 - Membership was restricted because of fears of victimization
 - The employers were hostile to trade union activity
 - The Second World War and the establishment of Defence Regulations to bar registration of trade unions
 - Union leaders found it difficult to organize agricultural workers because of unsteady work.
 - In large territories, geographical conditions limited contact between officers and members
 - Colonial governments were tardy in passing laws to support trade unionism
 - Many trade union leaders were imprisoned or deported after the riots of the 1930s

Any six points well developed, with introduction and conclusion

Specific Objective 2

- Content 2

TOTAL

10 | 15

25

FORM SPEC 2008053

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

SECONDARY EDUCATION CERTIFICATE EXAMINATION

CARIBBEAN HISTORY

Paper 03/2 – General Proficiency

2 hours

SPECIMEN

INSTRUCTIONS TO CANDIDATES

1. **Study the source material provided carefully before attempting to answer any of the questions. You will need to use information from the sources as well as your own knowledge to answer the questions.**

2. **You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.**

Study the FOUR sources below, which relate to Slave Resistance and then answer ALL the questions that follow.

SOURCE I

A neighbouring gentleman has now three Negroes in prison, all domestics and one of them grown grey in his service, for poisoning him with corrosive sublimate; his brother was actually killed by similar means ... Another agent, who appears to be in high favour with the Negroes ... was obliged to quit the estate, from the frequent attempts to poison him; and a person against whom there is no sort of charge [of unkindness], after being brought to the doors of death by a cup of coffee, only escaped a second time by his civility, in giving the beverage, prepared for himself, by two young bookkeepers, to both of whom it proved fatal.

E. Lewis quoted in Orlando Patterson, *The Sociology of Slavery*,
London: Associated University Press, 1967, p. 266.

SOURCE II

On the 29th July last the 500 Negroes on Mr. Salter's estate in the mountains in the middle of the island broke out into rebellion, forced the dwelling house, killed the caretaker and seized arms and ammunition.

They marched to the next plantation, killed the overseer, and fired the house, but the slaves therein would not join them. They loaded their great gun with nails, and [ambushed] the skirt of wood next to the great house.

The alarm being given, about 50 [Cavalry and infantry] marched against them. Next day, more [soldiers] came up and the Negroes left the house for the canes. The soldiers came in on their rear, killed some, pursued them through the woods, [and] killed twelve. [But] I am afraid that so many will be left as to be a great danger to the mountain plantations.

The rebellion might have been bloody, considering the number of Negroes and the scarcity of white men. There were but six or seven whites in that plantation which cannot but be a great danger.

(Governor of Jamaica to Lords of Trade and Plantations, August 31, 1690,
Roy Augier & Shirley Gordon, (eds.)
Sources of West Indian History),
London, Longman Group Limited, 1962, p. 125.

SOURCE III (a)

William, a slim male Waiting Boy ... [escaped] at Christmas, and has been [at sea] aboard the *Hercules* Privateer. He was apprehended on board about 10 day ago, but made his escape on landing; he [pretended to] the late Captain Graham of the Hercules [that he was] a free man, and assumed the name of George...

(Governor of Jamaica to Lords of Trade and Plantations, August 31, 1690,
 Roy Augier & Shirley Gordon, (eds.)
Sources of West Indian History,
 London, Longman Group Limited, 1962, p. 125.

SOURCE III (b)

A custom has prevailed for several years past of permitting slaves to go about the town and country to hire themselves out, to make their own Liberty and pay their Masters and Mistresses for their time, by which Means many Negroes, who were actually runaways, under Pretence of working out, to being at Liberty to hire themselves, have been employed in the Town or Country unknown to their Masters or Mistresses, and often Robberies are committed by such slaves.

Antigua Act No. 212 of 1757 quoted in Elsa V. Goveia
Slave Society in the British Leeward Islands at the End of the Eighteenth Century,
 New Haven & London: Yale University Press, 1965, p. 159.

SOURCE IV

On the 26th December, 1831, I visited a mission-station named Ramble, about mid-way between Savanna-la-Mar and Montego Bay Jamaica. Some of our members had heard people belonging to the Baptist Society declare their intention to "sit down and not return to work after the Christmas holidays". [Such an action] would [be offensive] to our common Christianity, and be made the pretext [excuse] for persecution and oppression. In the forenoon I preached to a large congregation ... and we earnestly cautioned all the people not to give heed to the unfounded and mischievous reports that their freedom [had] been given by the King ... We pointed out to them the hopelessness of any attempt to resist the authorities and the law; and advised them, whatever other might do, to go quietly and peaceably to their work when the holidays ceased.

H. Bleby, *Death Struggles of Slavery*, quoted in Mary Reckord, Sheila Duncker et. al.,
A Source Book of West Indian History in Secondary Schools.
 Jamaica, Knox Educational Services, p. 119.

1. With reference to Source I, why would you conclude that no white person was safe from being poisoned?

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(1 mark)

2. (a) With reference to Source II, outline THREE advantages that the rebellious slaves originally had.

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(3 marks)

- (b) What evidence do we get from Source II that the enslaved persons were not well armed?

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(1 mark)

- (c) Outline TWO reasons why slave revolts usually failed.

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(4 marks)

3. (a) With reference to Source III (a) and III (b) identify TWO methods used by the enslaved persons to escape their owners.

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(2 marks)

- (b) Outline FOUR reasons why escaped Africans or Maroons were able to survive successfully out of reach of the plantations.

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(8 marks)

4. (a) With reference to Source IV, what did the enslaved Africans plan to do?

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(2 marks)

- (b) List TWO reasons given by the missionary to discourage the enslaved from carrying out their plan.

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(2 marks)

5. In 250 words, explain why the rebellion in St. Domingue led to freedom for the enslaved in 1804.

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(12 marks)

TOTAL 35 marks

END OF TEST

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C A R I B B E A N

E X A M I N A T I O N S
HEADQUARTERS

C O U N C I L

CARIBBEAN HISTORY

PAPER 03/2 – GENERAL PROFICIENCY

SPECIMEN

MARK SCHEME

2008

CARIBBEAN HISTORY
PAPER 03/2 - GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 1

- (a) All white casualties had imagined that they had a good relationship with the enslaved.

1 mark

UK/EC	TOTAL
1	1

Question 2

- (a) • (i) Surprise
• (ii) Numbers (there were over 500 slaves)
• (iii) Access to arms and ammunition
• (iv) Isolation of the mountain plantations.

Any 3 points, 1 mark each

3 3

- (b) They loaded their great guns with nails.

1 mark

1 1

- (c) • Lack of unity among enslaved
• Betrayal of conspiracies by other enslaved
• European militias usually better armed and trained
• Europeans could often secure outside help
• Enslaved persons were generally poorly armed

Any 2 points well explained, 2 marks each

4 4

CARIBBEAN HISTORY
PAPER 03/2 - GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 3

- (a) (i) Ran away to sea
(ii) Pretended that they had the agreement of their owners to hire themselves out.

1 mark each for 2 points

- (b)
- They hunted wild hogs and fish
 - Cultivated their own crops
 - Increased their numbers by raiding plantations for child-bearing women
 - Increased their numbers by accepting more runaways
 - Occupied areas that were difficult to access
 - Were effective guerrilla fighters
 - Signed treaties that offered them autonomy

Any 4 points, two marks each

Full explanation, 2 marks

Incomplete or partial explanation, 1 mark

UK/EC	TOTAL
2	2
8	8

CARIBBEAN HISTORY
PAPER 03/2 - GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 4

- (a) They planned not to return to work after the Christmas holidays.

2 marks

UK/EC	TOTAL
2	2

Full explanation, 2 marks

Incomplete statement, 1 mark

- (b)
- It was not true that the King had freed them.
 - Slave protest would be a reproach to Christianity.
 - Attempts to resist the authorities would be futile.

Any two points, 1 mark each

2 2

CARIBBEAN HISTORY
PAPER 03/2 - GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 5

- Political, military leadership of Toussaint L'Overture and his lieutenants.
- Effective guerrilla warfare waged by the slave armies.
- Exploitation by Toussaint of differences between metropolitan powers.
- France in revolution. The Metropolis itself divided on the question of slavery
- France unable to pay necessary military and give political attention to the issue of St. Domingue.
- France became abolitionist, for a while and endorsed the freedom the enslaved had won.
- Yellow fever troubled French troops.
- Toussaint defeated the British invasion which would have sought to restore slavery
- Toussaint's lieutenants Dessalines and Christophe defeat the army sent to Haiti by Napoleon under Le Clerc.
- Divisions in St. Domingue between whites and coloureds
- The defeat of the mulattoes under Rigaud, by Toussaint L'Overture.

Any six points clearly explained, developed and argued, 2 marks each

**Points stated, not well developed,
1 mark each**

Total marks

UK/EC	TOTAL
12	12

35 35



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