

FORM TP 2017048



TEST CODE **01210020**

MAY/JUNE 2017

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

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; choose ONE from EACH section.
3. Write your answers in the spaces provided in this booklet.
4. You are advised to take some time to read through the paper and plan your answers.
5. Do NOT write in the margins.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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SECTION A

This section has six questions.

Answer ONE question from this section.

Write the answer to the question you choose on pages 8–11.

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

Question 1

- (a) List FOUR materials used by the Taino to construct their houses. (4 marks)
- (b) Outline THREE ways in which Taino and Kalinago technologies were similar. (9 marks)
- (c) Describe THREE achievements of the Maya in science and technology. (12 marks)

Total 25 marks

Question 2

With the arrival of Europeans in the Americas, life changed for both Europeans and indigenous peoples. Europeans became dependent on indigenous foods while benefiting from the use of indigenous labour. Therefore, the Europeans were hard-hit by any withdrawal or loss of that labour.

- (a) State FOUR ways in which Europeans used the forced labour of the indigenous peoples. (4 marks)
- (b) Explain THREE reasons why Europeans became dependent on the food of indigenous peoples. (9 marks)
- (c) Explain THREE reasons why there was 'withdrawal or loss' of indigenous labour. (12 marks)

Total 25 marks

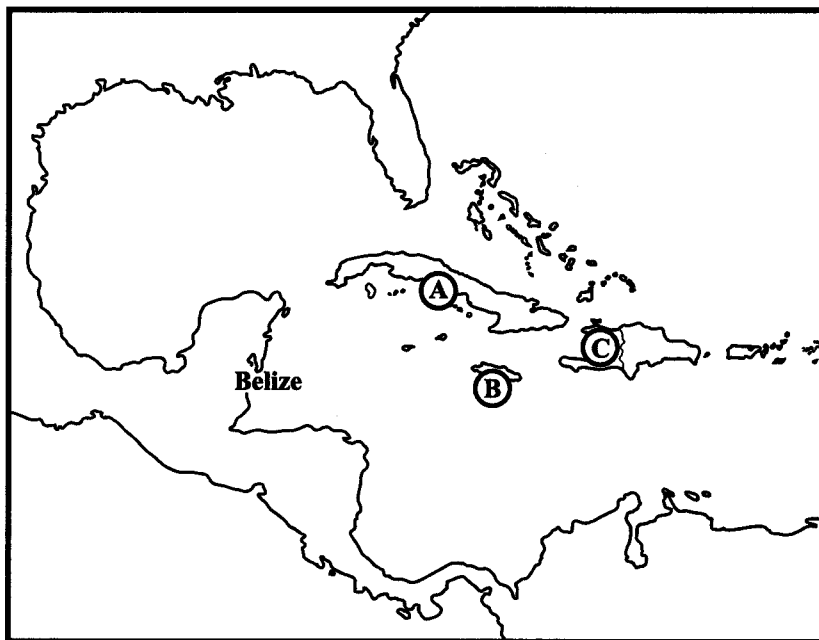
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Theme 2 – Caribbean Economy and Slavery

Question 3

Study the map of the Caribbean below, which has four territories labelled, and then answer the questions which follow.



- (a) (i) Identify TWO of the territories labelled A, B and C.
- (ii) For EACH of the two territories identified, give ONE nonsugar agricultural pursuit for which African labour was used. **(4 marks)**
- (b) Explain THREE reasons why African labour was used for nonsugar agricultural pursuits. **(9 marks)**
- (c) Examine THREE social effects of the shift to mahogany as the main economic activity in Belize. **(12 marks)**

Total 25 marks

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Question 4

Study the Vodun hymn and the translation given below and then answer the questions which follow.

Eh! Eh! Bomba! Eh! Eh!
Canga, bafio té!
Canga, moussé delé!
Canga, do ki la!
Canga, li!

Translation:
"Eh Eh! Rainbow Spirit!
Tie up the BaFioti
Tie up the whites
Tie up the whites
Tie them."

*Vodun hymn taken from Carolyn E. Fick, The Making of Haiti: The Saint Domingue Revolution from Below.
Knoxville: Univ. of Tennessee Press, 1990, p. 266.*

- (a) (i) List TWO aspects of African culture that may be supported by the extract above. (2 marks)
- (ii) Name TWO other aspects of African culture practised by enslaved Africans. (2 marks)
- (b) Describe THREE measures or methods used to suppress African cultural expression during slavery. (9 marks)
- (c) Examine THREE reasons for the persistence of African cultural forms in the Caribbean up to 1838. (12 marks)

Total 25 marks



Theme 3 – Resistance and Revolt

Question 5

There was no natural subservience here. Nobody didn't bow down to nobody just so. To get a man to follow your instructions you had to pen him and beat him and cut off his ears or his foot when he run away. You had was to take away his woman and his child. And still that fellow stand up and oppose you ...

And it wasn't just men alone. It had women there that was even more terrible.

Earl Lovelace, Salt. New York: Persea Books, 1996, p. 6–7.

- (a) Name FOUR forms of resistance used by enslaved men and women in the Caribbean. (4 marks)
- (b) Outline THREE causes of resistance by enslaved Africans and give ONE example of EACH. (9 marks)
- (c) Examine THREE factors that usually prevented the enslaved from overthrowing the system of slavery. (12 marks)

Total 25 marks

Question 6

- (a) Identify ONE male and ONE female leader of major nineteenth-century slave revolts in the British Caribbean, and the territories with which these leaders were associated. (4 marks)
- (b) Explain THREE main causes of the Demerara Revolt of 1823. (9 marks)
- (c) Examine THREE major consequences of the Demerara Revolt of 1823. (12 marks)

Total 25 marks

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Question No.

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SECTION B

This section has six questions

Answer ONE question from this section.

Write the answer to the question you choose on pages 14–17.

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 4 – Metropolitan Movements Towards Emancipation

Question 7

The year is 1848. You are an abolitionist writer who has been covering the movements in the Caribbean. Imagine you are writing an article for a pamphlet. In your article, examine FIVE factors that influenced the course of the French anti-slavery movements.

Total 25 marks

Question 8

As stated in the Abolition of Slavery Act of 1833, the Apprenticeship System in the British Caribbean colonies was intended, among other things,

“for promoting the industry of the manumitted slaves”.

*F.R. Augier and S.C. Gordon ed., Sources of West Indian History.
Trinidad and Jamaica: Longman Caribbean Limited, 1962, 141.*

As a nonconformist missionary in the British Caribbean in 1837, assess FIVE reasons why you think the Apprenticeship System has failed to achieve its objectives.

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838–1876

Question 9

The year is 1897. You are a Member of Parliament and a die-hard advocate of imported contract labour in the British Caribbean, giving a speech on this topic to the House of Commons. In your speech, analyse FIVE reasons for your continued support of the importation of Indian indentured workers.

Total 25 marks

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Question 10

You are the Colonial Secretary for the British Caribbean territories in 1866. Write a letter to the British Caribbean Governors examining FIVE reasons which justify Britain's replacement of the Old Representative System of Government with the Crown Colony System.

Total 25 marks

Theme 6 – Caribbean Economy, 1875–1985

Question 11

Imagine that you are a journalist living in early twentieth-century Cuba and you are writing a book on the Cuban sugar industry. Explain FIVE factors responsible for the growth of this industry between 1875 and the end of the nineteenth century.

Total 25 marks

Question 12

You are a merchant in the Caribbean, shipping goods to Britain. Write a report to a group of potential investors in London in which you explain FIVE reasons for the growth of nonsugar agricultural industries in the British Caribbean up to 1935.

Total 25 marks

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SECTION C

This section has six questions.

Answer ONE question from this section.

Write the answer to the question you choose on pages 20–23.

All essays in this section must be well developed with a clear introduction and conclusion. Points must be logically sequenced and should 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

Question 13

Examine FIVE reasons for the USA's invasion of Grenada in 1983.

Total 25 marks

Question 14

Examine FIVE ways in which the USA responded to Castro's revolution between 1959 and 1962.

Total 25 marks

Theme 8 – Caribbean Political Development up to 1985

Question 15

Examine FIVE of the ways in which popular protest in the 1930s affected political development in the British Caribbean up to 1958.

Total 25 marks

Question 16

In a 1962 referendum, the French Caribbean territories chose to remain departments of France (DOMs). Assess FIVE reasons why the French territories retained DOM status in preference to independence.

Total 25 marks

Theme 9 – Caribbean Society, 1900–1985

Question 17

Examine THREE housing and TWO unemployment conditions that existed in the Caribbean between 1900 and 1935.

Total 25 marks

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Question 18

Choose EITHER cricket OR transportation. Examine THREE ways in which the upper class experienced that aspect of social life in the Caribbean from 1945 to 1985, and TWO ways in which the working class experienced that same aspect of social life from 1945 to 1985.

Total 25 marks

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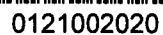


Write your answer to the question you have chosen in Section C here. Remember to write the question number in the box below.

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