

SECTION A

Theme 1: The Indigenous Peoples and the Europeans

Question 1

Specific Objective: 1:2.2 (iii)

Likely Response		KC	UK/EC	Total
(a)	Ways in which the Kalinago acquired their food supply			
	<ul style="list-style-type: none"> • Hunting (1) small animals (or name) (1) • fishing (1) in waters surrounding the islands (1) • raiding (1) Taino settlements (1) • planting crops (1) e.g. cassava (1) • gathering (1) wild plants <p>Any TWO, 1 mark for activity and 1 for explanation or example = 4 marks [N.B. benefit of doubt for mere mention of activity]</p>	4	–	4
(b)	Ways in which the lifestyle of the Taino was linked with their economic activities.			
	<p>Overall, the lifestyle enabled a settled lifestyle and development of certain structures:</p> <ul style="list-style-type: none"> • Farming was a major activity so the Tainos were able to plant and wait for crops to mature and be harvested • Gods/goddesses were associated with aspects of nature which affected economic activity e.g. the river, hurricane; zemis in the form of animals (related to hunting) • Types of housing constructed favoured a lifestyle that was not nomadic as Kalingo farmers moved from place to place to find suitable land for farming. • Leadership structure developed a hierarchical structure headed by cacique, nobles and priests which allowed for the organization of economic activities. • Their <u>crafts</u> e.g. weaving basketry and pottery provided items for inter-island trade. 			

<ul style="list-style-type: none">• Communication e.g. boat building activities and language skills also facilitated trade.• Gender roles allowed for division of labour with women performing roles in agriculture such as planting; food preparation; men - slash and burn, hunting, fishing; both combining to harvest crops• Choice of location of villages <u>near water</u> for household use and access to fishing/on <u>land suitable for cultivating</u> e.g. cassava <p>Any three aspects identified 1 mark each, detailed 2 marks each $3 \times 1 + 3 \times 2 = 9$ marks</p> <p>(c) Economic system of the Maya: Based on agriculture, craft and trade Taxes took the form of labour by working classes, which supported the ruling classes</p>			
	3	6	9

Question 1 cont'd

Likely Response	KC	UK/EC	Total
<p>Agriculture</p> <ul style="list-style-type: none"> • was a communal activity engaging farmers and slaves • Agricultural activity produced a surplus stored in chultunes [granaries] as a precaution against drought • Methods included slash and burn, use of the conuco/milpas, terracing, irrigation through ditches and reservoirs to retain water in areas subject to drought • Development of the calendar and the counting systems which helped them to determine planting and harvesting cycles. <p>Trade</p> <ul style="list-style-type: none"> • Carried on by merchants or ppolms in a network which included Mayan cities as well as the wider Caribbean. Attention was paid to roads to enable easy movement of people and goods between highland and lowland. • Economy was governed by a system of trade regulations through which trade was closely organized • Basketry, pottery, cotton textiles, minerals, gold, ceramics; food items such as maize, cassava salt, spices, vegetables, beans were among items traded • Cocoa was a prized item. Trade was conducted largely using cocoa beans as currency <p>Any three features identified 1 mark and 3 marks for details of description - 12 marks</p>			

	3	9	12
Total	10	15	25

Question 2

Specific Objective: 1:3.3 (iii)

Likely Response		KC	UK/EC	Total
(a)	<p>Indigenous group</p> <p>Items</p> <p>(i) Kalinago maboya</p> <p>(ii) Maya cenotes</p> <p>(iii) Taino zemis</p> <p>(iv) Maya temple pyramids</p> <p>One mark for each of four correctly identified = 4 marks</p>			
(b)	<p>Aspects of Kalinago treatment of captives taken in war</p> <ul style="list-style-type: none"> women were taken for <u>wives</u> and to perform <u>household</u> or <u>agricultural</u> pursuits children for <u>work</u> or to boost their <u>numbers</u> (males for warfare) Kalinago valued bravery: males were tortured to determine courage, <u>body parts</u> were eaten e.g. hearts of brave warriors given to courageous Kalinago warriors in belief that bravery would be passed on; as a <u>ceremonial</u> activity to celebrate victory remains might be preserved as <u>trophies</u> and displayed in their dwellings or on their persons <p>[NB do not encourage portrayal of Kalinago as eating people as a meal]</p> <p>Any three identified 1 mark each, detailed 2 marks each $3 \times 1 + 3 \times 2 = 9$ marks</p>	4	–	4
(c)	Features of Taino religious practice			

<ul style="list-style-type: none"> • Polytheistic; animistic - believed in a supreme being as well as deities linked with nature, e.g. goddess of rivers and fertility <p>Zemis representative of these gods were made of wood, bone, stone, gold</p> <ul style="list-style-type: none"> o Zemís were used to communicate with gods and supreme beings and in ancestral worship o Wearing of personal zemís by individuals in personal worship o Cacique's zemi was the most powerful <p>Taino sculpture was at the centre of the religious belief system and Taino culture.</p> <ul style="list-style-type: none"> o It was the means of producing images of zemís. 	3	6	9
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Question 2 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> o Sculpture was also used for the production of ceremonial stools used by the cacique on special occasions such as feast day • Although there were goddesses and female caciques, women's roles in religious practices were restricted. • Cacique's role <ul style="list-style-type: none"> o as chief priest, led ceremonial events o Caciques communicated with the gods - chewing, inhaling and smoking of tobacco, inhaling snuff through y-shaped wooden pipes, went into a trance and received messages from the gods to be transmitted to the people. o Priests role as healers <p>Any three features identified 1 mark each and 3 marks for supporting details for each factor 3 x 1 + 3 x 3 = 12 marks</p>	3	9	12
Total	10	15	25

Theme 2: Caribbean Economy and Slavery

Question 3

Specific Objective: 2:7.7

Likely Response	KC	UK/EC	Total
<p>(a) Definitions</p> <p>(i) <u>Extensive cultivation</u> involved extensive expanses of <i>land</i> (1) and large gangs of skilled and unskilled <i>labour</i> (1)</p> <p>(ii) <u>Muscovado</u> the raw (uncured) brown sugar (1) with high molasses content. (1)</p> <p>One mark for each of any two points in each definition =</p> <p style="text-align: center;">4 marks</p> <p>(b) Significance of each of the following in sugar cane cultivation</p> <p>(i) <u>Fallow land</u></p> <ul style="list-style-type: none"> • Not in production but not abandoned (1) [def] • previously ratooned/planted fields allowed to lie uncultivated (1) [def] • in 2-3 year rotations (1) • to replenish nutrients through natural process (1) [sig] <p>(ii) <u>Ratooning</u></p> <ul style="list-style-type: none"> • Harvesting cane by cutting the stalks and leaving a few inches of the stalk in the ground to shoot back up again. (1) [def] • Growing a fresh crop from the stalks left in the fields <i>without replanting</i> (1) [def] • Cane could be ratooned for up to 20 years but was usually done 2 or 3 times. (1) [sig] • With each successive ratoon, the cane grew shorter and had a lower sucrose content, and, thus, lower yield per acre (1) [sig] 	4	-	4

<ul style="list-style-type: none">• Cost effective as it saves the expenses related to replanting (labour and seedlings) [sig]			
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Question 3 cont'd

Likely Response	KC	UK/EC	Total
<p>(iii) <u>Burning the cane</u></p> <p>In some colonies, firing the cane fields (<i>cannes brulée</i>) was done <u>prior to harvesting</u> (1) the field is set afire and the leaves are burned off the stalks 1)[def] to make it easier to harvest (sig](1) kill microorganisms, to rid the cane pieces of pests and vermin(sig]and burn the trash but keep the soil rich when left in the fields (1) [sig]</p> <p>One mark for each definition and two marks for details/significance (1 × 3) + (2 × 3) = 9 marks</p>			
<p>(c) The importance of the following to the manufacturing processes on sugar plantation.</p> <p>(i) <u>Boiling House</u>:</p> <ul style="list-style-type: none"> The cane juice that was siphoned off at the mills (crushers) was sent to the boiling house where the juice was <u>converted to sugar crystals</u>. (1)[function of building] It was stored in large vats called 'receivers,'. (1) The juice was tempered with lime. This was an <u>important stage as incorrect amount of lime could result in a spoilt batch</u>. and next heated in shallow open pans called 'clarifiers.' (1) Three large metal pots (coppers) of decreasing sizes were used to boil the cane juice over intense heat; (1) planters using four or five coppers instead of three for boiling to make the process more effective. The last copper used for the final stage of boiling in which the juice was crystallized was called 'tache' or 'teache.' (1) 	3	6	9

<ul style="list-style-type: none">• Boiling was a highly skilled task. The boiler men, especially the head boiler, had to be experts at this task, testing the cane juice between thumb and finger to determine whether it was ready to 'strike' or crystallize. (1)• Once crystallized, the sugar would be transferred into large coppers surrounded by water for 'cooling.' (1)			
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Question 3 cont'd

Likely Response	KC	UK/EC	Total
<p>(ii) <u>Curing House</u></p> <ul style="list-style-type: none"> • After the boiling house, the next stage was the curing house in which the <u>molasses was allowed to drip</u> from the sugar crystals (1) [function] • The process of curing took place in hogsheads (huge wooden barrels) with <i>perforated bottoms</i>. (1) • was also known as potting where huge earthenware pots with perforated bottoms were used. (1) [in Barbados for example, moulds used which produced <u>sugar loaf</u>] • The process usually took several (8-12) weeks. (1) During this time the molasses dripped out of the sugar crystals so that no great loss will be incurred during shipment. <p>(iii) <u>Still house:</u> is the distillery where rum was produced. (1) [function]</p> <ul style="list-style-type: none"> • From the curing house the molasses drained from the sugar crystals went to the still house (distillery) for conversion into rum. (1) • In the still house (distillery), the skimmings of the second boiling were added; (1) • water and yeast were added to the molasses to facilitate fermentation and the production of rum. (1) <p>–[consider separating function of building from importance of process undertaken there]</p> <p>Any three features identified 1 mark each and 3 marks for supporting details for each [significant?]factor $3 \times 1 + 3 \times 3 =$</p> <p>12 marks</p>			

	3	9	12
Total	10	15	25

Question 4

Specific Objective: 2:10.10

Likely Response	KC	UK/EC	Total
<p>(a) Definitions</p> <p>(i) Manumission:</p> <ul style="list-style-type: none">the act or process of buying one's own freedom from slavery (1)or the act/process of slave owners granting freedom to their enslaved (1). <p>(ii) Chattel Slavery:</p> <ul style="list-style-type: none">chattel slavery implied that the enslaved was a unit of movable property; (1)the slave owner had total power and ownership over the enslaved including the products of that enslaved person's labour; (1)the enslaved as chattel had no legal personality, could not own personal property, could not sue or be sued and could not enter into legal contracts; (1)in the British Caribbean the enslaved were considered chattel, and the law hesitated to intervene between a slave master and enslaved since the enslaved was his personal property; (1) <p>One mark for each of any two points in each definition - 4 marks</p>			
<p>(b) The social roles and significance of the following in Caribbean slave society</p> <p>(i) Creole</p> <ul style="list-style-type: none">born in the Caribbean regardless of race or colour; (1)the term came to acquire ethnic and racial connotations; (1)creole also implied the product of or total immersion in Caribbean culture; (1)		-	4

<ul style="list-style-type: none"> white creoles were regarded as 'less than' whites not born in the Caribbean; (1) 			
	4		

Question 4 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> creole enslaved were regarded as <i>less rebellious</i> than African born enslaved even though not always so in reality. (1) also used loosely to describe persons of mixed white and black race (1) <p>(ii) Mulatto</p> <ul style="list-style-type: none"> mixed race person one-half black, one-half white; (1) parents may be a white father and black mother or vice-versa (1) the term was also used in generic form to refer to all persons of mixed black and white race; (1) some were free others were not; (1) took legal status of the mother (1) were considered the 'mules' of slave society since they could not reproduce their kind; (1) regarded as higher in social ranking determined by colour the provision of manumission facilitated the increasing numbers of this group; (1) in times of conflict, mulattos sided with the whites against the slaves. (1) in Fr. Antilles - gens de couleur, la mélang de sangs; libres de fait; (1) in Spanish Caribbean - gente de color (1) 			

<p>(iii) Deficiency men-</p> <ul style="list-style-type: none"> White indentured servants and other white workers brought into the British Caribbean plantations as a result of the Deficiency Laws (e.g. Jamaica 1672; 1703) (1) The laws were designed to supply plantations with Europeans <u>in proportion to the number of Africans on plantations</u>; (1) planters who did not comply were fined £10; (1) many planters preferred to pay the fine than the cost of hiring a white worker - between £40-50; (1) by the 1703 Deficiency Law in Jamaica allowed ships bringing 30 or more white indentured servants exemption from port charges. (1) <p>One mark for each role and two for significance (1+2) × 3 = [again need to distinguish role vs significance] 9 marks</p>	3	6	9
<p>(c) Place in Caribbean slave society of each of the following persons</p> <p>(i) Black Women:</p> <ul style="list-style-type: none"> either enslaved or newly freed: (1) worked on plantations – as domestics, skilled practitioners e.g. caregivers; also in field gangs. Mair reports that these women did the hardest, most strenuous work in the field gangs (1) 			

Question 4 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> Black women were found in leading roles in rebellions and marronage (e.g. Nanny Grigg – Barbados, Cecile Fatiman – St. Dominique (Haiti), Nanny – Jamaica); (1) Contributed to the development of the internal marketing systems, (1) 			

<ul style="list-style-type: none"> • Were the lynchpins of enslaved family, community and cultural life; (1) • Those located in urban settings - retail traders etc. (1) • Examples of Black Women in Slavery whose stories we know - Mary Prince - Bermuda, Antigua, Grand Turks; Phibbah - Jamaica. Old Doll - Barbados etc. <p>(ii) Brown Women:</p> <ul style="list-style-type: none"> • mostly were free; considered sirens and seductresses by whites; (1) • many were lodging housekeepers or in some other way engaged in retail trades or other urban pursuits such as doctresses, and midwives. E.g.s. Rachel Pringle Polgren - Barbados, Mary Seacole - Jamaica. (1) • Became mistresses or concubines of white men (1) in the French islands many received their freedom under the law that freed concubines (black women also) • Laws were passed specifying how they were to dress etc. lest they be mistaken for white e.g. FWI they could not assume the last names of any whites on the island without express permission; Spanish colonies - could not wear silk, pearls, gold, or use kneeling and sitting cushions in church, could not be referred to by the titles of Miss or Mrs. (1) <p>(iii) White Women:</p> <ul style="list-style-type: none"> • most white women were subordinate to their husbands; (1) • they were confined to household management, arranging and attending social and charitable events; (1) • they were expected to uphold the ideals of chastity and respectability; (1) 			
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<ul style="list-style-type: none">• some owned or managed plantations and slaves; (1)• Some saw themselves as occupying a benevolent, matriarchal role in dealings with women they considered their inferiors e.g. Lady Maria Nugent, Mrs. AC Carmichael (1);			
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Question 4 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> • often envious and vengeful toward enslaved women who were chosen to be 'bed wenches' of their husbands known to order or administer themselves severe whippings to their husband's slave mistresses, e.g. as recorded in Mary Prince's narrative. (1) • Some white women were missionaries, wives of colonial officials, attorneys, bookkeepers, managers, overseers, indentured servants etc., (1) • many entered into consensual relationships with black men or forced enslaved men into sexual relationships with them. (1) <p>Any three points one mark each and with detailed descriptions three marks each (3 × 1 + 3 × 3) = 12 marks</p>	3	9	12
Total	10	15	25

Theme 3: Resistance and Revolt

Question 5

Specific Objective: 3:3.3

Likely Response	KC	UK/EC	Total
<p>(a) (i) Maroon settlements or groups in Jamaica</p> <ul style="list-style-type: none"> • Maroon Town • Accompong • Scots Hall • Charles Town • Moore Town • Nanny Town • Trelawney • Trelawney Town • Quao's Town • Guy's Town • St. Elizabeth • Leeward Maroons • Windward Maroons • Cockpit Country • Varmahaly Maroons • Old Crawford Town <p align="center">One mark for each of any two = 2 marks</p> <p>(ii) Suriname Maroon groups</p> <ul style="list-style-type: none"> • Saramaka • Ndjuka • Paramaka • Boni/Aluku • Kwinti • Matwaris (Matuaris) • Cotticas <p align="center">One mark for each of any two = 2 marks</p>			
<p>(b) Characteristics that distinguish Grand Marronage from Petit Marronage</p> <ul style="list-style-type: none"> • <i>Grand Marronage</i> refers to long term runaways while <i>Petit Marronage</i> refers to temporary running away. (1) 	2	-	2

<ul style="list-style-type: none">• <i>Grand Marronage</i> – no intention of returning; <i>petit marronage</i> – intent related to a more specific cause of dissatisfaction e.g reconnecting with relatives/significant other; returned when situation remedied; (1)• <i>Grand Marronage</i> tended to refer to collective action while <i>Petit Marronage</i> was more an individual action; (1)	2	-	2
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Question 5 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> • <i>Grand Marronage</i> - formed large settled self-sufficient, organized communities; (1) <p>Any three characteristics fully described 3 marks (3 x 3) =</p> <p>9 marks</p>			
<p>(c) Reasons for successful establishment and sustained development of Maroon societies in Jamaica or Surinam:</p> <ul style="list-style-type: none"> • Advantage of Geography, Geology, and Ecology: - terrain - dense interior, difficult to access. In Jamaica - rugged mountains, limestone terrain - rivers, gullies, cockpit, caves, valleys. In Suriname - rivers that were difficult to navigate, dense interior, equatorial forests, swamps, remote islands; the presence of sweltering heat, mosquitoes, other bugs, and the presence of attendant tropical illnesses to which they were either immune or resistant worked in their favour to repel the European enemy. • Strategic Location: For their camps and settlements, Maroons sought strategic locations that provided for <u>effective defense</u> - set up camps and settlements in areas that provided natural defense, were difficult to access, and with ingresses known only to them. In Jamaica, they lived in mountainous areas with treacherous single-file passes or with paths crowded with impenetrable vegetation; The Cockpit Country in Jamaica was ideal - 200 square miles of harsh sinkholes, caves, rocks, and cockpits provided adequate cover for hidden villages as did the 7,00+ft. high rugged terrain of the Blue and John Crow Mountains. Nanny Town, for example, was situated atop a sheer cliff face with a 900 foot drop exactly at the raging confluence of two branches of the Rio Grande. • In Suriname sometimes they chose isolated islands in the middle of mangrove swamps surrounded by palisades, and only accessible by water or underwater paths known only to them. They would often, when expecting an attack, 	3	6	9

erect temporary settlements to serve as waiting posts or muster points to facilitate orderly evacuation of women and children first then the men, leaving a few men behind to burn the camp to the ground then circle back when the Europeans occupied it and attack them.			
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Question 5 cont'd

Likely Response	KC	UK/EC	Total
<p>Even the names of settlements reflected the fact that they were not hospitable to 'visitors' Jamaica, a settlement in Trelawney was named- <i>Me-No-Sen-You-No-Come</i>; In Suriname - Cofaay (<i>Come Try Me If You Be Man</i>), Boucoo (<i>I shall perish before I be taken</i>), Gado Saby (<i>I shall molder before I be taken</i>).</p> <ul style="list-style-type: none"> • Communication: Developed unique ways of communicating known only to them - Jamaica - the <i>abeng</i> or cow's horn; Suriname - the <i>conch shell</i> provided several hours of advance warning of enemy's approach • Strength of Leadership: They ensured strong, unyielding leadership (elected kings and queens)- in both Suriname and Jamaica Maroon leaders were <u>strong administrators and effective strategists, maintained military-like discipline, and were able to motivate their numbers and compel loyalty</u> e.g. Cudjoe in Jamaica, and Captain Adoe in Suriname. In Cottica, Maroons who spoke favorably of the Europeans were executed on the spot and their heads displayed on spikes. New recruits were made to undergo a period of probation before being trusted and accepted as members of the community. Yet, many employed by the Europeans against the Maroons deserted and joined their ranks. • Physical Fitness: Maroons also practiced a vigorous lifestyle that ensured their physical fitness and endurance. In Jamaica, the British commented on the fine physiques and physical fitness of the Maroons, and their agility in the jungle. • Unyielding Motivation: Response to savage and brutal reprisals by the Europeans produce the opposite effect of strengthening Maroon resolve and determination never to submit. • Commitment: The fact that the Maroons had limited options ensured their commitment to the struggle. On leaving their enslaved status and joining the Maroon community, their options were either liberty or death. <p>Harsh treatment of enemies without and traitors within: They used all or nothing 'show no mercy' approaches to ensure all-out war e.g. in Suriname their policy was to spare the lives of</p>			

<p>no Europeans, including mixed blood children captured simply because of their possession of white fathers. Because they knew the British and the Dutch tended to use 'loyal African slaves' against them the Maroons showed no mercy to these fighting men either</p> <ul style="list-style-type: none"> • The element of secrecy - blood oath-taking in Suriname, Akan oaths in Jamaica (Cudjoe & required blood oath. Maroons would rather be tortured to death before giving up information about their communities; • Use of superstition, myth, and belief in their ability to source the aid of the supernatural arts to their advantage: Nanny in Jamaica used Obi (Obeah) - to invoke supernatural powers in warding off the British. She who 			
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Question 5 cont'd

Likely Response	KC	UK/EC	Total
<p>allegedly kept a huge cauldron boiling without any visible evidence of a lit fire, and into which the enemy wandered too close would fall and die of suffocation (cauldron was said to be located at the confluence of the Macungo and Stony Rivers)</p> <p>Stories of Nanny's powers abounded. If they were merely myth, they nevertheless were effective in keeping the enemy at bay.</p> <ul style="list-style-type: none"> • Excellent intelligence systems - in both places highly developed systems of espionage helped them to stave off enemy attacks, and to use the element of surprise to pillage, burn and murder tactics of warfare to great effect; they would even burn and raze their own settlements to the ground if necessary. • Cultural homogeneity despite ethnic plurality - both places; also a shared and fierce hatred of society helped to ensure 'doctrinal cohesion' and, thus, loyalty. • Cooperation/collaboration with indigenous e.g. exchange of information/transfer of skills re choice of crop and cultivation methods • Economic self-sufficiency - Maroons excelled in <u>agriculture</u> using <i>conucos</i> like the Tainos did; in addition to agriculture, they practiced alternative methods and approaches to 			

<p>satisfying their economic wants - <u>raiding</u> plantations for food items they did not produce, meat, manufactured goods, arms and ammunition, and even household luxury items.</p> <ul style="list-style-type: none"> • Significance of women - Women were taken in raids to ensure the continued survival of the community with regards to their productive and reproductive capability. • Resourcefulness: The Maroons developed an entire range of survival strategies based on their <u>use of natural resources</u> in their environment. e.g. utilizing the medicinal properties of herbs and plants, improvising for substitutes of items they lacked (tobacco and coffee substitutes, use of wild honey, palm tree ash for salt, using calabashes as cups and other utensils, hammock making for woven palm fronds or woven grasses, making brooms, candles, was, corks etc. from materials found in the forests, making butter from various types of nuts and by clarifying the fat of palm tree worm, preserving meat by barbecuing (Suriname), used nails and stone to make bullets. Some Maroon towns had as many as 100 houses some two-storied with four or more rooms, storage sheds, palisades, and amphitheatres. • Diplomacy: Maroons engaged in European-styled political deal-making and diplomacy; they were not above working out <u>treaties and deals</u> with the Europeans when it was to their advantage - these deals included capturing and returning runaways who sought to join their ranks (Jamaica). 			
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Question 5 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none">• Guerilla Tactics: Maroons mastered guerilla tactics of warfare e.g. stealth. Suriname Maroons exercised extraordinary patience and stealth hiding undetected in bushes surrounding white camps and plantations or in nearby mangrove swamps until just before daybreak to attack; setting booby traps; sparse clothing made them less detectable; operated in small detachments of 8-10 men spread out strategically; fired in pre-arranged intervals and timing from a kneeling position, and practiced rolling and somersaulting out of the way of enemy fire; mounted ambushes using boulders cast down from above single-path track; used camouflage to great effect. <p>Any three reasons one mark each and with detailed descriptions three marks each (3 × 1 + 3 × 3) = 12 marks</p>	3	9	12
Total	10	15	25

Question 6

Specific Objective: 3:6

Likely Response	KC	UK/EC	Total
<p>(a) (i) Parishes that were involved in the 1816 rebellion in Barbados</p> <ul style="list-style-type: none">• Christ Church• St. John• St. George• St. Philip• St. Thomas• St. Lucy <p>One mark for each of any two = 2 marks</p> <p>(ii) Rebel Leaders involved in the 1816 rebellion</p> <ul style="list-style-type: none">• General Bussa• Nanny Grigg• Washington Franklin - a mulatto• King Wiltshire• Dick Bailey• Johnny Cooper• Charles• King William• Will Green• John Ranger• Jackey• John• Mingo• Will Nightengale• Sandy Waterman• Dainty• Davy• Prince William• John Barnes• Toby• Little Sambo• (Cain Davis, Roach, Richard Sarjeant were free mixed-race men who also played leader roles <p>One mark for each of any two = 2 marks</p>	2	-	2

	2	-	2
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Question 6 cont'd

Likely Response	KC	UK/EC	Total
<p>(b) Factors that contributed to the outbreak of the Rebellion in Barbados in 1816</p> <ul style="list-style-type: none"> • Long-held desire for freedom; liberationist impulse among the enslaved - evidence of the 17th Century revolt from 1649-1701- 6 major slave uprisings, but nothing since 1701. • The fact, however, that no major revolt had taken place in Barbados since 1701 had lulled planters and Britain into a false sense of security that Barbados was a model slave colony and that its enslaved population would never follow the example of those elsewhere such as in St. Domingue. • Whites were seriously outnumbered in Barbados - in 1816, there were 15,000 whites, 3,000 free coloureds, and 77,000 slaves which made any outbreak of revolt a risk to white life and gave hope of success to rebels. But as 93% of all the enslaved were Creoles and 7% African born (as compared to e.g. Jamaica where 37% were African born and Trinidad where 44 % were African born), Britain never expected revolt would happen. The rebels therefore had on their side the element of surprise. • A period of difficulty in the sugar industry since the ending of the slave trade was followed by <u>drought</u> in Barbados. St. Philip where the 1816 revolt broke out was one of the hardest hit parishes. It can be argued that frustration levels on the enslaved was high especially in this region since planters were putting more and more <u>pressure on them to keep up production levels</u>. • Harsh treatment of enslaved generally and specifically in some areas/plantations as in St Philip example cited above • General tide of anti-slavery sentiment and activity sweeping Britain and the British Caribbean provided a context for rebellion. • The influence of the Haitian Revolution & rhetoric served as a precedent and example for the leaders of the Barbados Rebellion, and they promised support of any revolt. • The outcome of months of organization and planning to fight for and take their freedom. 			

<p>On each plantation that participated in the revolt the enslaved organized themselves in cells with one key leader on each plantation.</p> <ul style="list-style-type: none"> • Passage of the 1816 Slave Registry Bill in Britain. The enslaved believed that Emancipation had been granted by Britain but was being withheld by the white local assembly thus taken to be indicative of local white anti-Emancipation sentiments. • Leaders worked in proximity to whites many were literate and were, therefore, privy to British political news and discussions and gathered information e.g. <ul style="list-style-type: none"> ○ General Bussa who was a middle-aged slave who had been Head Ranger for many years. Rangers were entrusted with 'policing' the boundaries of the plantation and securing ingress and egress, thus the Head Ranger had to be among the most trusted of slaves. 			
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Question 6 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> ○ Nanny Grigg who was well placed to have information about revolts elsewhere and to establish contact with rebel leaders in Haiti. She had communicated to the enslaved that they were to be given their 'free papers' on New Year's Day of 1816. When that day passed and nothing happened, she revised her prediction to Easter Sunday, after which, if nothing happened, they were to seize their freedom by rising up, burning the plantations, killing all white men, and fighting to the death as in St. Domingue. The revolt started on the morning of Easter Monday. • Leaders were <u>resolute and determined</u> in their goals for freedom and nothing less The leadership and mobilization of the enslaved also came from free coloured men. Three of these men were instrumental in holding meetings and spreading the propaganda about anti-slavery development in Britain specifically that the British government had granted freedom which was being denied them. 	3	6	9

<p>Any three factors one mark each with detailed descriptions three marks each (3 × 1 + 3 × 2) = 9 marks</p> <p>(c) Consequences of the 1816 Rebellion</p> <ul style="list-style-type: none"> • Defeat about 3,900 – 5,000 participated, leaders -mainly Creole with an African, Bussa, as main leader, and with assistance of free men of mixed race; death toll during fighting -over 800 rebels including General Bussa, 1 white; 2 local militiamen, and several injured; revolt spread quickly but short-lived, put down by a combination of local militia and imperial troops. In the rebellion, the enslaved who had stolen make-shift weaponry from the plantations found themselves inadequately armed with machetes, firelocks, bills, picks, and hatchets pitted against the firepower of the militia. Also it appeared that while the plan was to set the entire island ablaze and kill the whites and take charge, there was no long range plan of what to do next. • Establishment of a commission to investigate the causes and extent of participation of the individuals involved. This gave the establishment insight into the details of the revolt.eg planning and leadership roles. 			

Question 6 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> • Savage Repression. <i>Martial Law</i> imposed for almost 3 months (89 days); trials, 144 executions, floggings for some, 123 (106 condemned to death and 18 said to be "dangerous persons" whose masters refused to take them back) <u>transported</u> to Honduras for two years then <u>deported</u> to Sierra Leone, and Vieques Island; only 18 acquittals; rebel leaders <i>hanged</i> publicly in those parishes that did not 			

<p>participate in the revolt to serve as a warning for would-be rebels.</p> <ul style="list-style-type: none"> • The revolt came as a shock to the system for white planters and for Britain especially coming from such elite echelons of the slave society. All of the leaders were in highly trusted positions: Great House domestics, drivers who were entrusted with maintaining field productivity, rangers who has to secure and protect the boundaries etc. indicated that anger and the revolutionary impulse ran deep. If the planters could not trust the most highly 'favoured' then they could trust no one, and if they couldn't trust the enslaved in Barbados, they could not trust the enslaved anywhere. This consideration factored into Britain's ultimate decision to move directly to emancipation. It also led to the local adoption of the Slave Registry Measures in 1817. • Heightened air of restlessness and disgruntlement among enslaved as reported by observers and evidenced by other outbreaks in aftermath of the revolt. • Heightened vigilance of the whites: Whites now knew they could not be complacent even in Barbados, the previous model slave colony. They therefore remained on the lookout for other attempts at revolt especially since the defeated enslaved were reported to be sullen and in a dangerous mood. <u>Sporadic subsequent attempts at reviving revolt</u> were quickly put down e.g. the September Affair, occurring just on the after the Bussa rebellion. Despite the recommendations of the new Governor, Lord Combemere, for money for education and to improve living conditions for the enslaved, the British Government voted instead for funds to be spent on boosting defence - building forts, and strengthening the militia. • Economic loss. Plantations burnt; 25% of island's sugar crop destroyed, losses estimated about £75, 000. • Their defeat created divisions and undermined loyalty within Rebel ranks. Affected morale among the enslaved and spurred, some enslaved into providing vital information about how the revolt was organized and revealing to whites any 			
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plans in the hatching stage to organize more rebellion.			
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Question 6 cont'd

Likely Response	KC	UK/EC	Total
<ul style="list-style-type: none"> • Recognition of Will of the Enslaved to be free: British, Dutch, and local whites, nevertheless, came to realize that the will of the enslaved, their desire for freedom, and their revolutionary impulse were too strong to be thwarted. • Sparked whites' hostility to missionaries especially Methodists evident by 1823 when William <u>Shrewsbury's chapel</u> destroyed forcing him to flee to St Vincent for safety. • Led to the passage of the Consolidated Slave Law 1826 that granted concessions to enslaved persons (but also to provide reassurances to whites) - right to own property, right to give evidence in court cases, reduction of manumission fees, but failed to include the main ameliorative provisions of Lord Bathurst's 1823 Amelioration Plan. Meanwhile, punishments for striking a white person were increased (now a capital crime). Also, it provided that any white man who killed a rebel slave would be guaranteed not to be prosecuted. • Helped progress toward abolition: this rebellion led Britain to realize that Barbados, the formerly "last outpost of efficient and commendable slave control" was now just as politically unstable as Jamaica, and would always remain that way until full emancipation was granted. That realization, along with the political instability elsewhere in the British Caribbean ultimately led Britain to abandon her gradualist stance and move towards immediate abolition and full emancipation as her only option. <p>Any three consequences one mark each and with detailed descriptions three marks each (3 x 1 + 3 x 3) = 12 marks</p>	3	9	12

Total	10	15	25