



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean History

A photograph showing several students in white shirts and dark vests standing behind a large, black historical cannon mounted on a white stone base. The students appear to be in a school uniform. The background is a lush green landscape.

CSEC® PAST PAPERS

Macmillan Education
4 Crinan Street, London, N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

www.macmillan-caribbean.com

ISBN 978-0-230-48231-9 AER

© Caribbean Examinations Council (CXC®) 20146 www.cxc.org
www.cxc-store.com

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First published 2014

This revised edition published 2016

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With thanks to the students of the Sir Arthur Lewis Community College, St. Lucia:
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CSEC® Caribbean History Past Papers

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FORM TP 2005056

MAY/JUNE 2005

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

27 MAY 2005 (p.m.)

1. This paper consists of 20 questions in four sections.

Section A : Questions 1 to 4

Section B : Questions 5 to 10

Section C : Questions 11 to 16

Section D : Questions 17 to 20

2. Answer FOUR questions, choosing ONE from EACH section.
3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

Read the passage below, and answer the questions that follow.

The Taino (Arawaks) and Kalinago (Caribs) were similar in many ways, but different in others. For example, their technology was quite similar, but their political organisation was, to some extent, different. Their technology was not as advanced as that of the Maya.

- (a) Explain why Mayan technology is considered more advanced than the technology of the Taino (Arawaks) and Kalinago (Caribs). (4 marks)
- (b) Outline the ways in which the technology of the Taino (Arawaks) and Kalinago (Caribs) were similar. (9 marks)
- (c) Describe FOUR ways in which the political organisation of the Taino (Arawaks) was different from the political organisation of the Kalinago (Caribs). (12 marks)

Total 25 marks

Question 2.

Imagine that you are a Taino (Arawak) cacique on whose island the Spaniards settled in the early 1500s. You are having a discussion with the Spanish settlers about the meeting of your culture with theirs.

- (a) Explain the aspects of the Spanish presence in your island that pose a problem to your people. (15 marks)
- (b) Describe the features of your culture that have most impressed the Spaniards. (10 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

Imagine that you are an Englishman living in Liverpool in the 1700s. You are having a conversation with your son about the slave trading voyages which you organise to West Africa and the Caribbean. Answer the following questions which he asks you.

- (a) What steps do you take in England before the beginning of a slave trading voyage? (6 marks)
- (b) In what ways do some African states and African people benefit economically from the Atlantic slave trade? (9 marks)
- (c) Explain why so many slaves die during the voyage from Africa to the Caribbean. (10 marks)

Total 25 marks

Question 4.

Read the passage below, and answer the questions that follow.

Only a part of the land on a sugar plantation was used for canefields. Much of the land was used for other important purposes.

The cultivation of cane and the production of sugar involved many different tasks. Some of the work was particularly hard, while other jobs were considered light. Most of the field workers were often women, though men were normally required to do particular jobs.

- (a) Identify THREE jobs on a sugar plantation that were considered “particularly hard”. (3 marks)
- (b) Name THREE jobs on a sugar plantation which were usually given to men. (3 marks)
- (c) Explain why so many field workers were women. (9 marks)
- (d) Describe the various uses made of land on a sugar plantation, apart from the growing of sugar cane. (10 marks)

Total 25 marks

SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

Read the passage below, and answer the questions that follow.

Some of the causes of the slave rebellion in Berbice in 1763 were similar to the causes of the revolts in Barbados in 1816 and Jamaica in 1831, but other causes were quite different. The slaves in Berbice enjoyed success in the early months of the rebellion. The revolts in Barbados and Jamaica, however, were suppressed rather quickly.

- (a) Outline the MAIN cause of the rebellion in Barbados in 1816. (3 marks)
- (b) In what ways were the causes of the 1763 rebellion in Berbice different from the causes of the 1831 revolt in Jamaica? (9 marks)
- (c) Explain why the slaves in Berbice in 1763 were able to gain success in the early months of the rebellion. (6 marks)
- (d) Explain why the rebellion in Jamaica in 1831 collapsed so quickly. (7 marks)

Total 25 marks

Question 6.

- (a) Describe FIVE ways in which the Haitian economy was affected by the Haitian Revolution. (15 marks)
- (b) Explain FOUR ways in which the wider Caribbean benefitted from the Haitian Revolution. (10 marks)

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) Discuss THREE arguments used by both the French and the British abolitionists against Caribbean slavery. (6 marks)
- (b) Outline THREE ways in which the French anti-slavery movement differed from the British anti-slavery movement. (9 marks)
- (c) Explain the factors that accounted for the success of the British anti-slavery movement. (10 marks)

Total 25 marks

Question 8.

- (a) List THREE provisions of the 1833 Act of Abolition. (3 marks)
- (b) Identify THREE factors that were responsible for the planters' opposition to some of the terms of the 1833 Act of Abolition. (10 marks)
- (c) Outline some of the difficulties that were experienced by the Apprentices between 1834 and 1838. (12 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

Discuss the different ways in which Indian immigrants contributed to Caribbean society up to 1876. (25 marks)

Total 25 marks

Question 10.

- (a) Examine the factors that encouraged the growth of free villages in Jamaica and Guyana after 1838. (15 marks)
- (b) Outline THREE effects that the establishment of the peasantry had on the supply of estate labour in the British Caribbean between 1838 and 1876. (10 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

- (a) Outline the MAJOR problems faced by the British Caribbean sugar industry from the 1880s to 1914. **(15 marks)**
- (b) Describe FOUR policies used by planters to overcome problems in the sugar industry from the 1880s to 1914. **(10 marks)**

Total 25 marks

Question 12.

- (a) Outline FOUR reasons why manufacturing industries increased in the British Caribbean after 1940. **(16 marks)**
- (b) Discuss the extent to which the growth of manufacturing industries affected women's occupations in the British Caribbean after 1940. **(9 marks)**

Total 25 marks

Theme 7 – Social and Economic Conditions in the 20th Century

Question 13.

- (a) Explain why wages were so low in the British Caribbean and in the Spanish Caribbean in the 1930s. **(15 marks)**
- (b) Explain why unemployment increased in the British Caribbean in the 1930s. **(10 marks)**

Total 25 marks

Question 14.

- (a) Describe FOUR actions taken by the Universal Negro Improvement Association (UNIA) to improve the situation of blacks in the Caribbean and internationally. **(13 marks)**
- (b) Outline the reasons why Marcus Garvey was persecuted. **(12 marks)**

Total 25 marks

Theme 8 – The United States in the Caribbean, 1776 – 1985

Question 15.

Study the Caribbean Daily News Headlines of 1903 and 1915 below, and answer the questions that follow.

LARGE CONVOY OF US MARINES LAND IN PANAMA
2 November 1903

US TROOPS OCCUPY HAITI
28 July 1915

- (a) Explain briefly why the United States had an interest in a canal across Panama in 1903. (4 marks)
- (b) Explain how the United States succeeded in obtaining rights to construct a canal across Panama in 1903. (12 marks)
- (c) Outline THREE reasons for the United States' intervention in Haiti in 1915. (9 marks)

Total 25 marks

Question 16.

Study the placards below, on United States' relations with Cuba between 1898 and 1962, and answer the questions that follow.



- (a) Identify the sentiments towards the United States that are conveyed by these placards. (4 marks)
- (b) Outline THREE factors that affected the relations between Cuba and the United States between 1898 and 1959. (9 marks)
- (c) Explain the reasons for the expression of such sentiments in Cuba after 1959. (12 marks)

Total 25 marks

SECTION D

Answer ONE question only in this section.

Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17.

- (a) Describe TWO contributions that were made by José Martí to the independence movement in Cuba. (5 marks)
- (b) Outline THREE contributions of Norman Manley to the integration movement in the British Caribbean. (8 marks)
- (c) Outline THREE contributions made by Sir Grantley Adams to the unification process in the British Caribbean. (12 marks)

Total 25 marks

Question 18.

Discuss the arrangements that were made for the administration of the French and Dutch colonies after World War II. (25 marks)

Total 25 marks

Theme 10 – Social Life, 1838 – 1962

Question 19.

Read the statement below, then answer the questions that follow.

While many people continued to travel by foot, the Caribbean transportation system underwent considerable change in the late nineteenth century, and during the twentieth century.

- (a) Identify THREE means, other than by foot, by which travel was possible in the mid-nineteenth century Caribbean. (3 marks)
- (b) Outline THREE difficulties encountered in transportation in the Caribbean in the mid-nineteenth century. (10 marks)
- (c) Outline the reasons for the changes in the means of transportation in the Caribbean between 1850 and 1962. (12 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Question 20.

In addition to working in their own homes, working-class women in the Caribbean had to support their families in a variety of ways, both in and outside of the home.

- (a) Describe the different roles performed by men and women in the Caribbean during the period 1838 - 1962. (4 marks)
- (b) Discuss the factors that affected the position of women in Caribbean society between 1838 and 1962. (15 marks)
- (c) Outline TWO ways in which the roles of working-class women differed from those of upper-class women in Caribbean society, between 1838 and 1962. (6 marks)

Total 25 marks

END OF TEST

TEST CODE **01210032**

FORM TP 2005057

MAY/JUNE 2005

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

Alternative to School-Based Assessment

2 hours

13 JUNE 2005 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. Study the source material provided carefully before attempting to answer any of the questions.
2. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.

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01210032/F 2005

The FOUR source documents below relate to the early encounters between the Europeans and the Indigenous Peoples of the Americas. Study these and then answer ALL the questions that follow.

Source I

When I said that there was only one God and that he ruled Heaven and Earth and that he was Lord of all, [the Amerindians] accepted this; but when I talked about the Pope and said that he was the Lord of all the universe as God's representative and that he had made a gift of all this land to the King of Castile, they replied that the Pope must have been drunk when he did so, because he had made a gift of what was not his, and that the King must be mad if he had asked for and accepted such a gift, since he had demanded what belonged to others.

(UNESCO General History of the Caribbean, Vol. II p. 50 Ruggiero Romano.
“The Initial Linkage with America: A General Framework”
As quoted in F. Martinez de Enciso, Suma de Geografia (1519) Madrid, 1948, pp. 220 - 221)

[The Indians] asked them who they were, whence they came, where they were going, and what they wanted. The Spaniards told them. The Indians replied that they should go no farther and that because they seemed like decent people they would give them their daughters to make them relatives. This pledge seemed fine to the Spaniards, and they stayed here.

(CHLA (Bethell), “Urban Development”
Richard Morse: Informe de um jesuita anônimo in J. Cortesao (ed.)
Jesuitas a bandeirantes no Guairá (1549 - 1640), Rio de Janeiro, 1951, p. 76.)

Source II

Thus will the land be made fruitful and its people multiply, because they will plant all manner of trees and vegetables. Your Majesty's revenues will be increased, and the islands ennobled and be, therefore, the best and richest in the world. And if, as time goes on, the Indians should prove themselves able to live alone and govern themselves, and serve your Majesty in the same way as your other vassals do, this is provided for in the laws.

(Lyle McAlister, Spain and Portugal in the New World, 1492 - 1700,
As quoted in Lewis Hanke, The Spanish Struggle for Justice in the Conquest of America,
Boston: Little Brown, 1965, p. 109.)

Source III

Venetian Ambassador to Spain: "At the time of writing my last despatch to you, I informed you that there was great anxiety throughout Spain over the delay of the arrival of the treasure fleet from the Indies, and when the Genoese bankers informed the king that unless the flota reached port shortly they would be unable to negotiate any further loans for him, Philip fell into such a state that he had to be confined to bed by his physicians. The king then ordered about ten thousand ducats, which was about all the treasure left in the royal coffers, to be dispersed through his realm to various churches and monasteries for the saying of masses for the safe arrival of the treasure fleet."

(Jennifer Marx, *Pirates and Privateers of the Caribbean*,
Malabar, Florida: Krieger Publishing Company, 1992, p. 35.)

Source IV

We will make a short reflection on the negligence, or rather stupidity of this nation, during the reigns of Henry VII, Henry VIII, Edward VI and Queen Mary, who could contentedly sit still and see the Spanish rifle, plunder, and bring home undisturbed, all the wealth of that golden world; having not the least pretence of right beyond any other nation; except that of being by accident the first discoverer of some parts of it; where there were unprecedent cruelties, and barbarities, (England) slept on until the ambitious Spaniard by that inexhaustible spring of treasure, had corrupted most of the courts and senates of Europe, and had subdued them to his yoke; contriving too to make us wear his chains and bear a share in the triumph of universal monarchy, not only projected but near accomplished, when Queen Elizabeth came to the crown.

(Dalby Thomas, 1690, *An Historical Account of the Rise and Growth of the West India Colonies, and the Great Advantage They are to England in respect to Trade*, London, 1690
In J. Marx, 1992, p. 59.)

1. (a) From Source I, describe TWO ways in which the Amerindians responded to the coming of the Spaniards. (4 marks)
- (b) Describe TWO other responses of Indians to the Spanish conquest. (4 marks)

2. From Sources I, II and IV, suggest TWO reasons why the Empire was important to Spain. (8 marks)

3. From Sources I and III, outline TWO ways in which the Roman Catholic Church was important to the Spanish Crown. (6 marks)

4. (a) From Source IV, suggest TWO reasons why the author asserts that England had a right to challenge Spain in the Americas. (4 marks)
- (b) Describe TWO ways in which England challenged Spain in the Americas. (4 marks)

5. In approximately 250 words, explain why Europeans were eager to explore and settle in the Caribbean from the period of Christopher Columbus' explorations up to the end of the sixteenth century. (10 marks)

Total 40 marks

END OF TEST

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CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

26 MAY 2006 (p.m.)

1. This paper consists of 20 questions in four sections.
 - Section A: Questions 1 to 4
 - Section B: Questions 5 to 10
 - Section C: Questions 11 to 16
 - Section D: Questions 17 to 20
2. Answer FOUR questions, choosing ONE from EACH section.
3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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SECTION A

Answer ONE question only from this section.

Theme 1 – The Indigenous Peoples and The Europeans

Question 1.

- (a) Outline TWO reasons why Columbus undertook voyages out of Europe. (4 marks)
- (b) Explain THREE ways in which these voyages affected Europe and Europeans. (9 marks)
- (c) Discuss the ways in which these voyages affected the Indigenous peoples of the New World. (12 marks)

Total 25 marks

Question 2.

- (a) Outline FOUR forms of resistance used by the Indigenous peoples against enslavement by the Europeans. (4 marks)
- (b) Discuss THREE advantages that Indigenous peoples had in their resistance to the Spaniards. (9 marks)
- (c) Explain why resistance by Indigenous people against the Spaniards was generally not successful. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

EITHER

Compare the organisation of slave labour in the logwood and mahogany industries of Belize with that of the sugar industry in other British Caribbean territories.

Total 25 marks

OR

- (a) Describe the roles of enslaved people in the MAIN stages of the manufacture of sugar and rum in the Caribbean. (16 marks)
- (b) Explain THREE difficulties that could have affected the manufacturing of sugar and rum in the Caribbean. (9 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Question 4.

Imagine that you are a journalist visiting a Caribbean plantation in 1800. Write a report for your newspaper describing the social relations of plantation society, with reference to EACH of the following aspects:

- Family life
- Gender
- Race and class.

Total 25 marks

SECTION B

Answer ONE question only from this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Outline THREE factors that contributed to the development of Maroon societies in the Caribbean. (6 marks)
- (b) Outline THREE difficulties faced by the developing Maroon societies in the Caribbean. (10 marks)
- (c) Discuss the measures taken by the Maroons to overcome the difficulties they encountered in the development of their societies. (9 marks)

Total 25 marks

Question 6.

Read the passage below and answer the questions that follow.

The Barbados revolt broke out on April 14, 1816. It was the first and only slave revolt in Barbados. It was an important revolt, but after only three days, the authorities were able to defeat the rebels.

- (a) Explain FIVE factors that led the slaves in Barbados to revolt against the system of slavery in 1816. (10 marks)
- (b) Explain the factors that were responsible for the defeat of the slaves by the authorities. (9 marks)
- (c) To what extent did this revolt advance the cause of the anti-slavery movement? (6 marks)

Total 25 marks

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Theme 4 – Movement Towards Emancipation

Question 7.

- (a) Name TWO groups who supported the abolition of slavery in the British Caribbean in the 1800s. (2 marks)
- (b) Name TWO groups who opposed the abolition of slavery in the British Caribbean in the 1800s. (2 marks)
- (c) Explain why there was opposition to the abolition of slavery in the British Caribbean in the 1800s. (12 marks)
- (d) Describe how the anti-slavery movement organised its activities to end slavery in the British Caribbean in the 1800s. (9 marks)

Total 25 marks

Question 8.

Read the passage below and answer the questions that follow.

The British were the first to abolish plantation slavery in 1834. The French did not manage to do so until 1848. Spain found it even more difficult to do so in Cuba, where the system was not abolished until 1886.

- (a) Account for the success of the British anti-slavery movement in 1834. (12 marks)
- (b) Outline FOUR reasons why France abolished slavery in 1848. (8 marks)
- (c) Explain why Spain abolished slavery in Cuba in 1886. (5 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

Read the passage below and answer the questions that follow.

In 1838, sugar planters in the British Caribbean had many fears in relation to the future of their labour force. Therefore, they decided to take action to ensure that they had an adequate number of labourers to work on the sugar plantations. However, in spite of their efforts, sugar production decreased considerably in some territories between 1838 and 1850.

- (a) Apart from the shortage of labour, what fears did sugar planters in the British Caribbean have in 1838 about their labour force? **(6 marks)**
- (b) Describe FOUR actions taken by the planters after 1838 to ensure that they had an adequate number of labourers. **(10 marks)**
- (c) Explain why sugar production decreased in some British Caribbean territories between 1838 and 1850. **(9 marks)**

Total 25 marks

Question 10.

Imagine that you are the owner of a large sugar plantation in a British Caribbean territory in the 1850s. Most of the labourers on the plantation are Indians, but there is a small number of immigrants from the other Caribbean territories, from Africa, Madeira and China, and some former slaves.

Write a letter to a friend in England describing your efforts to secure labour for your plantation.

Your letter must include the following:

- The reasons why many Caribbean planters decided to secure immigrants to work on their plantations after 1838
- The reasons why some government officials in England and the Caribbean objected to this immigration
- The factors which caused Indian immigrants to leave their homeland to come to the Caribbean
- The reasons for your decision to make India your main source of labour.

Total 25 marks

SECTION C

Answer ONE question only from this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

Read the passage below and answer the questions that follow.

In the early 1900s, the sugar industry in the British Caribbean recovered from a major crisis which it had been facing since 1884. Nevertheless, it could not compete with the Cuban sugar industry which was more prosperous.

- (a) Outline the MAIN factors which enabled the British Caribbean sugar industry to recover from the crisis it faced in the late 1800s. **(9 marks)**
- (b) Explain why the Cuban sugar industry was more prosperous than the British Caribbean sugar industry in the early 1900s. **(16 marks)**

Total 25 marks

Question 12.

Read the passage below and answer the questions that follow.

In the 1900s, mining industries developed in some Caribbean territories. Bauxite mining in British Guiana (Guyana) and Jamaica became a major industry and had important effects on the economies of these two countries.

- (a) Discuss FIVE factors that were responsible for the development of the bauxite industry in British Guiana (Guyana) and Jamaica in the 1900s. **(10 marks)**
- (b) Examine the effects of the bauxite industry on the economies of British Guiana (Guyana) and Jamaica. **(15 marks)**

Total 25 marks

Theme 7 – Social and Economic Conditions in the 20th Century

Question 13.

Read the passage below and answer the questions that follow.

In the 1900s, many residents of English-speaking Caribbean countries migrated to other territories in the Caribbean as well as to Central America, the United States, Canada and the United Kingdom. This migration had important effects on the society of the English-speaking Caribbean.

- (a) Explain FIVE factors that led many residents of English-speaking Caribbean countries to migrate in the 1900s. **(15 marks)**
- (b) Discuss the effects of this migration between 1900 and 1985 on the society of the English-speaking Caribbean. **(10 marks)**

Total 25 marks

Question 14.

Discuss the MAJOR policies adopted by British Caribbean governments to improve education and health for their people between 1962 and 1985.

Total 25 marks

Theme 8 – The United States in the Caribbean, 1776 – 1985

Question 15.

- (a) Explain FOUR ways in which the British Caribbean was affected between 1776 and the 1820s by the North American War of Independence. **(13 marks)**
- (b) Describe the ways in which the United States of America demonstrated its interest in Cuba between 1776 and 1870. **(12 marks)**

Total 25 marks

Question 16.

The United States had a profound influence on the popular culture of the British Caribbean during the twentieth century.

- (a) Describe FOUR other ways in which the United States influenced the British Caribbean between 1939 and 1945. **(5 marks)**
- (b) Outline the MAIN reasons for the growth of United States' trade and investment in the British Caribbean after 1945. **(20 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

SECTION D

Answer ONE question only from this section.

Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17.

- (a) Outline FOUR arguments used to justify the efforts to establish federations in the Leeward and Windward Islands in the nineteenth century. **(9 marks)**
- (b) Explain why the efforts to unite the Windward and Leeward Islands during the nineteenth century met with considerable opposition. **(16 marks)**

Total 25 marks

Question 18.

- (a) Explain FOUR factors which led British Caribbean leaders to support a Federation of the British West Indies in 1958. **(10 marks)**
- (b) Account for the collapse of the Federation in 1961. **(15 marks)**

Total 25 marks

Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Examine the evidence to support the claim that there was widespread poverty in the British Caribbean in the 1930s and 1940s. **(15 marks)**
- (b) Describe some of the measures taken by the colonial governments to bring relief to the working peoples of the British Caribbean between 1945 and 1962. **(10 marks)**

Total 25 marks

Question 20.

- (a) Outline SIX factors which led the Christian Church in the British Caribbean to retain its influence within the African community in the British territories in the years just after slavery was abolished. **(15 marks)**
- (b) Explain why the Christian Church in the British Caribbean during the 1800s found it difficult to convert the Indian immigrant population to Christianity. **(10 marks)**

Total 25 marks

END OF TEST



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TEST CODE **01210032**

FORM TP 2006058

MAY/JUNE 2006

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 03/2 – General Proficiency

Alternative to School-Based Assessment

2 hours

12 JUNE 2006 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. Study the source material provided carefully before attempting to answer any of the questions.
2. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.

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Study the four sources below, which relate to the Economic Revolution and the Coming of the Africans, and answer ALL the questions that follow.

SOURCE I

That part of Africa known by the name of Guinea to which the trade for slaves is carried on extends along the coast above 3,400 miles, from Senegal to Angola, and includes a variety of kingdoms. Of these the most considerable is the kingdom of Benin . . .

As we live in a country where nature is prodigal of her favours, our wants are few and easily supplied; of course we have few manufactures. They consist for the most part of calicoes, earthenware, ornaments, and instruments of war and [farming]. But these make no part of our commerce, the principal articles of which, as I have observed, are provisions. In such a state money is of little use; however we have some small pieces of coin . . .

We have also markets . . . [where] stout men . . . generally bring us fire-arms, gunpowder, hats, beads and dried fish. [The latter we considered precious], as our waters were only brooks and springs. These articles they bartered with us for . . . woods and our salt of wood ashes. They also carry slaves through our land, but the strictest account is exacted of their manner of procuring them before they are suffered to pass.

Paul Edwards, (ed.) Equiano's Travels, His Autobiography - The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African. Oxford: Heinemann International, 1967, pp. 1, 6, 7.

SOURCE II

A very important part of the coast, in old slaving days, was Calabar, Old and New, and the Bonny River . . . From 12,000 to 15,000 slaves were exported annually from this locality, . . . many were kidnapped by raiding parties . . . There would be twenty or thirty canoes come down at a time, and sometimes even more, and each canoe would carry twenty to thirty slaves. The arms of some of the men would be tied with grass rope and a man who happened to be stronger than common might also be [tied] above the knee. In this condition the slaves would be thrown into the bottom of the canoes, where they would lie, able to move but slightly, sometimes in great pain and often almost covered with water. On landing, they would be taken to the trader's sheds, where they would be fed, rubbed down with palm oil and made up for sale.

George Francis Dow, Slave Ships and Slaving, New York: Dover Publications, Inc., 2002, pp. 12, 13.

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SOURCE III

And when we found ourselves at last taken away, death was more preferable than life, and a plan was concerted amongst us that we might burn and blow up the ship, and to perish all together in the flames. But we were betrayed by one of our own countrywomen who slept with some of the head men of the ship, for it was common for the dirty filthy sailors to take the African women and lie upon their bodies; but the men were chained and pent up in holes. It was the women and boys which were to burn the ship, with the approbation and groans of the rest; though that was prevented, the discovery was likewise a cruel and bloody scene.

Beverly C. McMillan (ed.), Captive Passage, The Transatlantic Slave Trade and the Making of the Americas Washington D.C.: Smithsonian Institution, 2002, pp. 71.

SOURCE IV (a)

All planters and householders of the island of St Christopher . . . are ordered . . . to uproot all [their] tobacco . . . without reserving a single plant at the end of October next . . . on pain of confiscation of the plantations . . . and a year's imprisonment.

Ordinance of M. de Poincy, Governor of the French West Indies, May 26, 1639, Doc 258 in Eric Williams, Documents of West Indian History Trinidad & Tobago: DNM Publishing Co. Ltd., 1963, p. 282.

SOURCE IV (b)

If you go to Barbados, you shall see a flourishing island . . . I believe they have brought this year no less than a thousand Negroes, and the more they buy, the better able they are to buy, for in a year and a half they will earn . . . as much as they cost. [By employing servants] out of England for 6, 8 or 9 years . . . only paying their passages . . . in short time [a planter shall] be able . . . to procure Negroes (the life of this place) out of the increase of your own plantation.

George Downing to John Wirthrop Jr, August 26, 1645, Document 272 in Eric Williams, Documents of West Indian History Trinidad & Tobago: DNM Publishing Co. Ltd., 1963, p. 282

GO ON TO THE NEXT PAGE

1. (a) From Source I, state the attitude of the people of Benin to the slave trade. (2 marks)
- (b) What was the MAJOR item of trade among the people of Benin? (1 mark)
2. (a) With reference to Source II, outline the different ways in which Africans became slaves, apart from kidnapping. (3 marks)
- (b) From Source II, explain how the slave trade was organised by Africans up to the point at which the slaves were sold to the Europeans. (4 marks)
3. During the Middle Passage women faced particular difficulties aboard ships that men did not have to endure.
 - (a) From Source III, state ONE difficulty faced by women during the Middle Passage. (1 mark)
 - (b) Outline FOUR **other** problems during the Middle Passage that were encountered only by women. (4 marks)
 - (c) Explain why some slaves rebelled on board ship during the Middle Passage. (3 marks)
4. (a) With reference to Source IV (a), explain why the French government took such strong measures against the planting of tobacco during the seventeenth century. (6 marks)
- (b) From Source IV (b), explain why black slaves were preferred to white indentured servants during the seventeenth century. (4 marks)
5. In approximately 250 words, discuss the changes that took place in Barbados by the 1650s as a result of the Sugar Revolution. (12 marks)

Total 40 marks

END OF TEST



01210032/F 2006

TEST CODE **01210020**

FORM TP 2007057

MAY/JUNE 2007

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

C A R I B B E A N H I S T O R Y

Paper 02 – General Proficiency

2 hours 10 minutes

23 MAY 2007 (p.m.)

1. This paper consists of 20 questions in four sections.
 - Section A: Questions 1 to 4
 - Section B: Questions 5 to 10
 - Section C: Questions 11 to 16
 - Section D: Questions 17 to 20
2. Answer FOUR questions, choosing ONE from EACH section.
3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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SECTION A

Answer ONE question only from this section.

Theme 1 – The Indigenous Peoples and The Europeans

Question 1.

Read the passage below, and answer the questions that follow.

The Arawaks/Tainos, who practised ‘slash and burn’ agriculture, were partly nomadic, but they succeeded in establishing an efficient system of agricultural production.

- (a) Explain what is meant by ‘slash and burn’ agriculture. (3 marks)
- (b) Explain why the Arawak system of agriculture can be regarded as efficient. (12 marks)
- (c) Describe THREE methods, apart from agriculture, used by the Arawaks/Tainos to obtain food. (10 marks)

Total 25 marks

Question 2.

Read the passage below, and answer the questions that follow.

Indigenous Caribbean island peoples did not leave behind magnificent monuments, but articles made for everyday use were highly artistic. On the other hand, the civilization of the Maya showed great intellectual ability and engineering skills.

- (a) Explain why articles made by Arawaks for everyday use have been described as highly artistic. (10 marks)
- (b) Explain the ways in which the Mayan civilization showed evidence of great intellectual ability and engineering skills. (15 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) Describe the MAIN features of the organisation of the triangular trade. (10 marks)
- (b) Explain SIX major ways in which West Africa was affected by the slave trade. (15 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Question 4.

- (a) Explain why it was difficult for the enslaved Africans to practise their traditional culture on the plantation. **(12 marks)**
- (b) Explain how enslaved Africans were able to retain some aspects of their culture during the period of plantation slavery. **(13 marks)**

Total 25 marks

SECTION B

Answer ONE question only from this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Explain why the slave masters found it necessary to control the enslaved Africans on the Caribbean sugar plantations. **(6 marks)**
- (b) Describe THREE methods of slave control employed by the master on a Caribbean sugar plantation. **(10 marks)**
- (c) Identify THREE ways in which Spanish slave laws differed from the English slave laws. **(9 marks)**

Total 25 marks

Question 6.

The enslaved Africans on the French island of St Domingue staged a revolt in 1791 which resulted in Haitian independence in 1804. Imagine that you are the Governor of St Domingue who must report to your superior officer in France.

EITHER

Write a report explaining the factors that were responsible for the outbreak of the Haitian Revolution.

Total 25 marks

OR

Write a report accounting for the success of the Haitian Revolution up to 1804.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 4 – Movement Towards Emancipation

Question 7.

Read the passage below, and answer the questions that follow.

Even after abolishing the trade in captive Africans, both the British and the French authorities were forced to introduce a set of Amelioration measures. The measures introduced by the French were in some respects similar to the ones introduced by the British. These measures produced similar responses in both the British and French sugar colonies.

- (a) Identify THREE Amelioration measures introduced by EITHER the British OR the French in their Caribbean sugar colonies. **(6 marks)**
- (b) Explain why the British Government introduced Amelioration measures in the British colonies. **(9 marks)**
- (c) Explain how the planters in the British colonies responded to the Amelioration measures. **(10 marks)**

Total 25 marks

Question 8.

Read the passage below, and answer the questions that follow.

The British authorities passed the Act of Abolition in 1833 in order to bring an end to the system of chattel slavery on the Caribbean plantations. The Act contained several clauses among which were the promise of freedom, the payment of compensation and a period of apprenticeship. Even so the Act made neither the planters nor the apprentices happy.

- (a) Identify TWO clauses of the 1833 Act of Abolition, **other than those listed above.** **(4 marks)**
- (b) Explain why a period of apprenticeship was considered necessary prior to full freedom. **(9 marks)**
- (c) Describe some of the difficulties experienced by the apprentices on the sugar plantation after 1 August 1834. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

- (a) Explain why many former slaves in the British Caribbean tried to establish themselves as peasants after 1838. **(10 marks)**
- (b) Describe the difficulties which former slaves in the British Caribbean faced in establishing themselves as peasants between 1838 and 1876. **(15 marks)**

Total 25 marks

Question 10.

- (a) Describe the educational policies of British Caribbean governments between 1838 and 1876. **(9 marks)**
- (b) Explain the factors that led to a rebellion at Morant Bay in Jamaica in 1865. **(10 marks)**
- (c) Describe how the local government in Jamaica responded to the Morant Bay rebellion. **(6 marks)**

Total 25 marks

SECTION C

Answer ONE question only from this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

Read the passage below, and answer the questions that follow.

Between 1884 and 1900, the sugar industry in the British Caribbean experienced a crisis which nearly killed it. It was therefore necessary to adopt measures to breathe new life into the industry.

- (a) Describe the measures which were adopted “to breathe new life” into the British Caribbean sugar industry in the **late 19th and early 20th centuries**. **(13 marks)**
- (b) Explain the effects that these measures had on the sugar industry in the British Caribbean. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 12.

Explain why many British Caribbean farmers expanded their cultivation of crops, other than sugar cane, in the late 19th and early 20th centuries.

Total 25 marks

Theme 7 – Social and Economic Conditions in the 20th Century

Question 13.

Read the passage below, and answer the questions that follow.

Between 1900 and 1962, women were more active in the public life of the British Caribbean than they were previously. They formed women's organisations and clubs which have helped to improve women's lives in the Caribbean.

- (a) Explain why women became more active in public life in the British Caribbean between 1900 and 1962 than they were before this period. **(10 marks)**
- (b) Describe the ways in which women's organisations and clubs helped to improve women's lives in the British Caribbean between 1900 and 1962. **(15 marks)**

Total 25 marks

Question 14.

- (a) Outline THREE examples of improvements in working conditions introduced into the British Caribbean by labour unions up to 1962. **(6 marks)**
- (b) Name TWO Caribbean political parties and the trade unions with which they have been associated. **(2 marks)**
- (c) Explain FIVE factors that favoured the development of trade unions in the British Caribbean between 1930 and 1960. **(17 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 8 – The United States in the Caribbean, 1776 – 1985

Question 15.

- (a) Explain FOUR ways in which the United States' occupation affected Puerto Rico between 1898 and 1917. **(13 marks)**
- (b) Explain briefly how the United States succeeded in acquiring land in order to construct a canal across the Isthmus of Panama by 1914. **(12 marks)**

Total 25 marks

Question 16.

- (a) Explain why a large number of Cubans were discontented with the government of Fulgencio Batista in 1959. **(12 marks)**
- (b) Discuss FOUR factors that accounted for the worsening of relations between Cuba and the United States between 1959 and 1962. **(13 marks)**

Total 25 marks

SECTION D

Answer ONE question only from this section.

Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17.

- (a) Discuss FOUR factors that encouraged independence movements in the British Caribbean between 1935 and 1983. **(13 marks)**
- (b) Explain FOUR reasons why Caribbean leaders decided to federate the British Caribbean in 1958. **(12 marks)**

Total 25 marks

Question 18.

- (a) Explain briefly the attempts by the people of the Dutch Caribbean to govern themselves between the 1940s and 1986. **(10 marks)**
- (b) Discuss FOUR advantages that the French Caribbean territories hoped to gain by becoming Overseas Departments of France in 1946. **(15 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Discuss FIVE factors that led to discrimination against women in Caribbean societies between 1838 and 1945. **(15 marks)**
- (b) Explain THREE factors that accounted for an improvement in attitudes to women in Caribbean societies after 1945. **(10 marks)**

Total 25 marks

Question 20.

Read the passage below, and answer the questions that follow.

Caribbean architecture, like its art and other social recreational pursuits, reflects very strongly the European influences of the colonial past. However, over time, these influences have been modified by local circumstances and conditions.

- (a) Explain how Caribbean architecture has been influenced by its colonial past. **(12 marks)**
- (b) Describe the ways in which local conditions and circumstances influenced Caribbean architecture. **(13 marks)**

Total 25 marks

END OF TEST



837057

01210020/F 2007

TEST CODE **01210032**

FORM TP 2007058

MAY/JUNE 2007

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 03/2 – General Proficiency

Alternative to School-Based Assessment

2 hours

12 JUNE 2007 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. Study the source material provided carefully before attempting to answer any of the questions.
2. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.

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Study the four sources below, which relate to the Economic Revolution and the Coming of the Africans, and answer ALL the questions that follow.

SOURCE I

Your captains and mates must neither have dainty fingers nor dainty noses, few men are fit for these voyages but them that are bred up to it. It's a filthy voyage as well as a laborious (difficult) one

Yesterday we tied up the most guilty of the blacks who [had] led the revolt [aboard ship] by their arms and feet and, lying them on their backs, we whipped them. As well as that we put hot plasters on their wounds to make them feel their faults the more

The [leader] had a rope fastened under his arms, and was hoisted up to the foreyard arm. Then ten white men fired their muskets and instantly killed him. This struck [fear] into our Negro men who thought, on account of the profit, I would not have executed him. The body was cut down, the head cut off and thrown overboard, for many blacks believed that, if they are put to death and not dismembered, they shall return again to their own country after they are thrown overboard.

*Sir Dalby Thomas, Royal African Company at Cape Coast Gold Coast, c. 1700 in Hugh Thomas,
The Slave Trade: The History of the Atlantic Slave Trade 1440 - 1870
London: Macmillan (Papermac) 1998, pp. 289, 425.*

SOURCE II

It is the practice, on bringing new slaves to the estate, to distribute them in the huts of Creole Negroes, under their direction and care, who are to feed them, train them to work, and teach them their new language. For this care of feeding and bringing up the young African, the Creole Negro receives no allowance of provisions whatever. [Yet] the competition [to receive new Africans] was violent, and troublesome in the extreme [since] these new Negroes are the wealth of the Negro who entertains them, and for whom they work; their work finding plenty for the little household, and a surplus for sales at market, and for feeding his stock As soon as the young Negro has passed his apprenticeship, and is fit for work in the field, he has a hut of his own, and works a garden on his own account.

*Shirley Gordon, Caribbean Generations
Kingston, Jamaica: Longman Caribbean, 1983, pp. 59 - 60.*

GO ON TO THE NEXT PAGE

SOURCE III

This island is one of the richest spots of ground in the world and fully inhabited. The gentry here lives far better than ours do in England. They have most of the 100 or 2 or 3 of slaves apes who they command as they please, and they have that liberty of conscience which we so long have in England have fought for, but they abuse it. This island is inhabited with all sorts: with English, French, Dutch, Scots, Irish, Spaniards they being Jews, with Indians and miserable Negroes born to perpetual slavery, they and their seed. Our English here ... think a Negro child the first day it is born to be worth five pounds; they cost them nothing the bringing up, they always go naked. They will them from one to the other as we do sheep. This island is the dunghill whereon England doth cast forth its rubbish. But in plain, the island of itself is very delightful and pleasant ... The people have a very generous fashion that if one come to a house to inquire the way to any place, they will make him drink, and if the traveller does deny to stay to drink they take it very unkindly of him.

[They are] so intent upon planting sugar that they had rather buy food at very dear rates than produce it by labour, so infinite is the profit of sugar work after once accomplished.

*Richard S. Dunn, Sugar and Slaves – The Rise of the Planter Class in the English West Indies, 1624 - 1713, North Carolina, USA:
The University of North Carolina Press, 1972, pp. 59, 77.*

SOURCE IV

Every ten Negroes have a driver, who walks behind them, holding a short whip and a long one ... They are naked, male and female, down to the girdle, and you constantly observe where the application [of the whip] has been made ... When one comes to be better acquainted with the nature of Negroes, the horror of it must wear off. It is the suffering of the human mind that constitutes the greatest misery of punishment, but with them it is merely corporeal. As to the brutes, it inflicts no wound on their minds, whose natures seem made to bear it, and whose sufferings are not attended with shame or pain beyond the present moment.

Shirley Gordon, Caribbean Generations, 1983, pp. 62 - 63.

GO ON TO THE NEXT PAGE

1. (a) Give TWO reasons why the Middle Passage was considered 'filthy and difficult'.
(4 marks)
- (b) Give ONE reason why a ship's captain was willing to execute rebellious slaves in whom an investment had been made.
(2 marks)
- (c) From Source I, give ONE example of how a captain was able to exploit African beliefs to his advantage.
(2 marks)
2. (a) From Source II, give TWO reasons why Creole slaves were eager to take in newly arrived African slaves.
(4 marks)
- (b) Explain TWO ways in which the planter benefited from the arrangement at 2 (a).
(4 marks)
3. (a) Identify TWO opinions that the author in Source III has of 17th century white Barbadians.
(4 marks)
- (b) From Source III, give ONE reason why Barbados imported food.
(2 marks)
4. (a) From Sources III and IV, outline THREE attitudes that Whites had towards Blacks in the seventeenth century.
(6 marks)
- (b) From Source IV, quote the section that suggests that Whites were initially horrified by the brutality of slavery.
(2 marks)
5. In 250 words, describe the social status of Blacks, Browns (Mulattoes) and Whites in Caribbean slave society in the 18th century.
(10 marks)

Total 40 marks

END OF TEST

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837058

01210032/F 2007

TEST CODE **01210020**

FORM TP 2008052

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

23 MAY 2008 (a.m.)

1. This paper consists of 20 questions in four sections.

Section A : Questions 1 to 4

Section B : Questions 5 to 10

Section C : Questions 11 to 16

Section D : Questions 17 to 20

2. Answer FOUR questions, choosing ONE from EACH section.

3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

- (a) State THREE features of gender relations in EITHER Taino (Arawak) OR Kalinago (Carib) society. (12 marks)
- (b) Describe THREE features of the social organization of the Maya. (13 marks)

Total 25 marks

Question 2.

Read the extract below then answer the questions that follow.

After the voyages of Columbus, many Europeans came to live in the New World which was very different from the Old World. They had to make some changes to their lifestyle but they gained many benefits. After the arrival of the Europeans, life for the indigenous peoples was changed forever.

- (a) Explain FOUR ways in which the European conquest affected the lives of indigenous peoples. (13 marks)
- (b) Describe THREE benefits Europeans obtained from the New World. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) Give THREE reasons why enslaved Africans were brought to the Caribbean by Europeans during the 1500s. (9 marks)
- (b) Outline FOUR reasons for the increased use of African labour in the Caribbean from the 1600s to the 1800s. (16 marks)

Total 25 marks

Question 4.

- (a) Describe FOUR ways in which race affected social relations on the sugar plantations in the Caribbean during the 1700s. (12 marks)
- (b) Discuss THREE ways in which class and gender affected family life on the sugar plantations in the Caribbean. (13 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Outline TWO examples of passive resistance that were used by both enslaved men and women in the Caribbean. (5 marks)
- (b) Outline TWO examples of active resistance that were used by both enslaved men and women in the Caribbean. (5 marks)
- (c) Describe THREE methods of resistance to slavery that were used ONLY by enslaved women. (15 marks)

Total 25 marks

Question 6.

Discuss the effects of the Haitian Revolution UP TO 1830 on

- (a) Haiti
- (b) the rest of the Caribbean.

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) State FOUR reasons for the increase in slave rebellions after the abolition of the African slave trade in 1807. (10 marks)
- (b) Outline FOUR reasons why these slave revolts were unsuccessful. (10 marks)
- (c) Explain TWO ways in which these revolts helped to bring about the abolition of slavery in the British Caribbean. (5 marks)

Total 25 marks

Question 8.

- (a) Identify FOUR similarities between the British and French anti-slavery movements. (10 marks)
- (b) State TWO differences between the British and French anti-slavery movements. (5 marks)
- (c) Explain FOUR factors responsible for the success of the British anti-slavery movement. (10 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

- (a) Outline FOUR reasons why some Caribbean territories imported overseas labourers after 1834. (13 marks)
- (b) Explain FOUR ways in which Indian indentured workers strengthened the sugar industries of Guyana and Trinidad in the latter half of the nineteenth century. (12 marks)

Total 25 marks

Question 10.

- (a) Describe FOUR ways in which missionary groups and churches helped the development of the free villages after 1838. (13 marks)
- (b) Describe THREE other ways in which missionary groups and churches helped the freed people after Emancipation. (12 marks)

Total 25 marks

SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

- (a) Explain FOUR factors within the British Caribbean which caused difficulties for the sugar industry between the 1880s and early 1900s. (16 marks)
- (b) Identify THREE factors outside the Caribbean which caused difficulties for the sugar industry between the 1800s and early 1900s. (9 marks)

Total 25 marks

Question 12.

- (a) Describe THREE factors that encouraged diversification of Caribbean economies in the late 1800s and 1900s. (9 marks)
- (b) Outline FOUR major factors that made possible the growth of industrial enterprises in the British Caribbean since 1945. (16 marks)

Total 25 marks

Theme 7 – Social and Economic Conditions in the 20th Century

Question 13.

- (a) Outline FIVE methods used by Marcus Garvey and the UNIA to improve the condition of Blacks in the Caribbean. (15 marks)
- (b) Give THREE reasons why many people were opposed to Marcus Garvey. (10 marks)

Total 25 marks

Question 14.

- (a) Describe FOUR major factors that encouraged the growth of trade unions in the British Caribbean between 1900 and 1945. (13 marks)
- (b) Outline FOUR ways in which labour laws have benefited Caribbean workers. (12 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 8 – The United States in the Caribbean, 1776 – 1985

Question 15.

- (a) Describe FOUR major steps taken by the United States to acquire land to build a canal from the Atlantic to the Pacific Ocean in the early 1900s. (12 marks)
- (b) Outline FOUR reasons why the United States invaded and occupied Haiti in 1914. (13 marks)

Total 25 marks

Question 16.

- (a) Outline FOUR reasons why some Cubans criticized the role of the United States in Cuba between 1898 and 1959. (13 marks)
- (b) Outline THREE reasons why relations between the United States and Cuba worsened between 1959 and 1962. (12 marks)

Total 25 marks

SECTION D

Answer ONE question only in this section.

Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17.

Explain the MAIN reasons for the failure of the 1958 British Caribbean Federation.

Total 25 marks

Question 18.

- (a) Give FOUR reasons why many Puerto Ricans showed discontent with their colonial status between 1900 and the 1940s. (13 marks)
- (b) Describe THREE advantages that Puerto Rico gained from becoming an Associated State of the United States after 1947. (12 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Identify ONE Christian, ONE Hindu, and ONE Islamic festival celebrated in the Caribbean. (3 marks)
- (b) Examine FOUR reasons why government officials of the period disapproved of non-Christian cultures in the Caribbean. (12 marks)
- (c) Outline THREE reasons why attitudes of government officials towards Hinduism and Hindu festivals changed after the 1960s. (10 marks)

Total 25 marks

Question 20.

- (a) Examine FOUR reasons why Rastafarianism was unpopular in some sections of Caribbean society between the 1920s and the 1960s. (13 marks)
- (b) Account for the more general acceptance of Rastafarianism in the Caribbean since the 1960s. (12 marks)

Total 25 marks

END OF TEST

TEST CODE **01210032**

FORM TP 2008053

MAY/JUNE 2008

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
S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E
E X A M I N A T I O N

C A R I B B E A N H I S T O R Y

Paper 03/2 – General Proficiency

Alternative to School-Based Assessment

2 hours

10 JUNE 2008 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. Study carefully the source material provided before attempting to answer any of the questions.
2. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.

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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, to two young bookkeepers, to both of whom it proved fatal.

(E. Lewis in Orlando Patterson, *Sociology of Slavery*,
Jamaica: Sangster's Book Stores, 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. 124.)

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 ...

(Roy Augier & Shirley Gordon (eds.)
Sources of West Indian History,
London, Longman Group Limited, 1962, p. 125.)

GO ON TO THE NEXT PAGE

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 take 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 to 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 others 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. (a) From Source I, why would you conclude that no white person was safe from being poisoned? (1 mark)
- (b) In Source I, what word suggests the status of the three Negroes in prison? (1 mark)

2. (a) From Source II explain THREE advantages that the rebellious slaves originally had. (3 marks)
- (b) What evidence do we get from Source II that the slaves were not well armed? (1 mark)
- (c) Give FOUR major reasons why slave revolts usually failed. (4 marks)
- (d) What did the British authorities do to increase the white population, given, according to Source II, the 'shortage of white men'? (1 mark)

GO ON TO THE NEXT PAGE

3. (a) From Sources III (a) and III (b) explain TWO methods used by slaves to escape their owners. (2 marks)
- (b) Give FOUR reasons why escaped slaves or maroons were able to survive successfully out of reach of the slave plantations. (8 marks)
4. (a) With reference to Source IV, what did the slaves plan to do? (1 mark)
- (b) Who was the leader of the planned revolt described in Source IV? (1 mark)
- (c) To what extent did the statement "pretext for persecution and oppression" prove true? (2 marks)
- (d) List THREE reasons given by the missionary to discourage the slaves from carrying out their plan. (3 marks)
5. In 250 words, explain why the slave rebellion in St. Domingue in 1791 led to slave freedom and the independence of Haiti in 1804. (12 marks)

Total 40 marks

END OF TEST

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838053

01210032/F 2008

TEST CODE **01210020**

FORM TP 2009048

MAY/JUNE 2009

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE
EXAMINATION

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

22 MAY 2009 (a.m.)

1. This paper consists of 20 questions in four sections.

Section A: Questions 1 to 4

Section B: Questions 5 to 10

Section C: Questions 11 to 16

Section D: Questions 17 to 20

2. Answer FOUR questions, choosing ONE from EACH section.
3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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01210020/F 2009

SECTION A

Answer ONE question only from this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

- (a) Identify TWO areas through which Indigenous Peoples entered and settled in the Caribbean islands before the coming of the Europeans. (4 marks)
- (b) Describe the pattern of settlement of the THREE main groups of Indigenous Peoples in the Caribbean region at the time the Europeans arrived. (9 marks)
- (c) Examine THREE reasons why Indigenous Peoples migrated into the Caribbean region. (12 marks)

Total 25 marks

Question 2.

- (a) Outline TWO reasons for the voyages of Columbus. (4 marks)
- (b) Explain THREE benefits Europeans obtained from their New World contact. (9 marks)
- (c) Discuss FOUR effects of these voyages of the Europeans on the way of life of the Indigenous People. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) Outline TWO issues that were of **major** concern to sugar plantation owners. (4 marks)
- (b) Explain THREE ways in which any of these concerns affected the way in which labour was used on the estates. (9 marks)
- (c) Describe FOUR roles of enslaved women on sugar plantations. (12 marks)

Total 25 marks

Question 4.

- (a) Give TWO reasons why some enslaved African women disliked working in the Great House on a Caribbean sugar plantation. (4 marks)
- (b) Explain THREE advantages of working in the Great House on a Caribbean sugar plantation. (9 marks)
- (c) Examine FOUR reasons why it was difficult for an enslaved African woman to raise a family on a Caribbean slave plantation. (12 marks)

Total 25 marks

SECTION B

Answer ONE question only from this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Explain THREE reasons why enslaved Africans escaped from their plantations to join Maroon communities. (9 marks)
- (b) Examine FOUR factors which influenced the development of Maroon communities in Jamaica. (16 marks)

Total 25 marks

Question 6.

Imagine that you are a French official visiting St. Domingue in August 1791. Write home to your Supervisor explaining FIVE of the several factors responsible for the outbreak of the Haitian Revolution.

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) Explain THREE economic arguments used by planters to support slavery in the British Caribbean. (9 marks)
- (b) Examine TWO religious and TWO humanitarian reasons that caused many Christian missionaries to attack plantation slavery in the British Caribbean. (16 marks)

Total 25 marks

Question 8.

- (a) Explain THREE reasons for the introduction of amelioration measures in the British and the French Caribbean territories. (9 marks)
- (b) Examine FOUR reasons for the failure of these amelioration measures in the Caribbean. (16 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

- (a) Discuss THREE of the **major** problems in the Caribbean sugar industry between 1838 and 1876. (9 marks)
- (b) Examine FOUR measures adopted by the planters to solve the problems in the Caribbean sugar industry between 1838 and 1876. (16 marks)

Total 25 marks

Question 10.

- (a) Explain THREE difficulties which the Church encountered in its efforts to provide education in the British Caribbean between 1838 and 1876. (9 marks)
- (b) Discuss TWO positive and TWO negative effects of the education given to Caribbean children between 1838 and 1876. (16 marks)

Total 25 marks

SECTION C

Answer ONE question only from this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

Read the extract below, then answer the questions that follow.

Large-scale banana cultivation started in earnest around the 1880s. More and more merchants and professionals bought up abandoned sugar estates and planted bananas using imported Indian labour.

*Adapted from H. Beckles and V. Shepherd,
Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood.
Cambridge University Press, p. 116.*

- (a) Describe THREE factors which led to large-scale cultivation of bananas in the Caribbean from the late 1800s. (9 marks)
- (b) Examine FOUR difficulties which affected the Caribbean banana industry in the 1900s. (16 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Question 12.

Write an essay tracing the development of EITHER the bauxite industry in Guyana OR the oil industry in Trinidad, up to 1985.

In relation to the industry of your choice, you should include the reasons for its emergence, its progress and expansion, problems experienced and its impact on society.

Total 25 marks

Theme 7 – Social and Economic Conditions in the 20th Century

Question 13.

Read the extract below, then answer the questions that follow.

By the early 1920s, Marcus Garvey's message of equal rights and economic independence for blacks had attracted followers to a network of UNIA branches in the U.S.A. and the Caribbean. UNIA became the major organized group speaking out against the poor health, housing and working conditions of the mass of people. Unfortunately, authorities in some countries saw Marcus Garvey as a threat and opposed his activities.

*Adapted from J. Ferguson, The Story of the Caribbean People.
Ian Randle Publishers, pp. 242 – 243.*

- (a) Explain THREE reasons why those in authority opposed the activities of Marcus Garvey and the UNIA. (9 marks)
- (b) Examine FOUR features of Garvey's proposals which were aimed at improving the social and economic conditions of Caribbean people. (16 marks)

Total 25 marks

Question 14.

- (a) Give THREE reasons for the rapid rise of trade unions in the British Caribbean in the first half of the twentieth century. (9 marks)
- (b) Describe FOUR of the obstacles trade unions faced during the first half of the twentieth century. (16 marks)

Total 25 marks

Theme 8 – The United States in the Caribbean, 1776 – 1985

Question 15.

Read the extract below, then answer the questions that follow.

At various times, the Monroe Doctrine gave the United States government an excuse to intervene in the internal affairs of certain Latin American nations. By supporting or helping to depose certain leaders, pressure was used to get those countries to act according to the wishes of the United States.

*Adapted from L. Honeychurch, The Caribbean People.
Third Edition, Nelson Thornes, p. 162.*

- (a) Outline THREE main provisions of the Monroe Doctrine. (9 marks)
- (b) Examine FOUR reasons why the United States intervened in the Dominican Republic in 1916. (16 marks)

Total 25 marks

Question 16.

The United States of America has made a tremendous contribution to the development of the British Caribbean. One of the areas in which the Americans have been influential in the 1900s has been in the field of culture.

- (a) Suggest THREE reasons why American culture was able to influence the British Caribbean. (9 marks)
- (b) Examine FOUR examples of the negative impact of American cultural influence in the Caribbean. (16 marks)

Total 25 marks

SECTION D

Answer ONE question only from this section.

Theme 9 – Movements Towards Independence and Regional Integration

Question 17.

The British West Indian Federation of 1958 –1962 could be described as one with a gradual rise but a rapid fall.

- (a) Explain THREE factors which led to the formation of the British West Indies Federation of 1958. (9 marks)
- (b) Examine FOUR reasons for the collapse of the Federation. (16 marks)

Total 25 marks

Question 18.

French Guiana, Martinique and Guadeloupe are departments of France as distinct from being independent countries.

- (a) Give THREE reasons why French Guiana, Martinique and Guadeloupe are departments of France. (9 marks)
- (b) Examine FOUR benefits these countries enjoyed after becoming departments of France. (16 marks)

Total 25 marks

Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Describe THREE major public health problems in the British Caribbean between 1838 and 1876. (9 marks)
- (b) Examine FOUR measures adopted by colonial governments to improve public health conditions in the British Caribbean after 1846. (16 marks)

Question 20.

- (a) Explain THREE reasons why many Africans continued to practise African-based religions after 1838. (9 marks)
- (b) Examine FOUR factors which allowed the Church to keep its influence in the African community long after slavery was abolished. (16 marks)

Total 25 marks

END OF TEST

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FORM TP 2009049

MAY/JUNE 2009

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

Alternative to School-Based Assessment

2 hours

04 JUNE 2009 (p.m.)

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

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Study the FOUR sources below which relate to Slave Resistance and then answer ALL the questions that follow. You will need to use information from the documents as well as your own knowledge.

SOURCE I

The Atlantic crossing of the 1600s and 1700s was perhaps the most [difficult] and dangerous adventure in which large numbers of ordinary people ever engaged. It meant eight or ten weeks . . . in a vessel . . . cooped up with many other passengers . . . and frequently tortured by seasickness . . . Few undertook the voyage without [fear] . . . The [facilities] possible for well to do passengers were rarely available for servants or redemptioners, and the sufferings they bore were often of terrible intensity.

*Abbot Emerson Smith, Columbus and Convict Labour in America 1607 – 1776,
(Chapel Hill, North Carolina Press, 1957), 207.
Quoted by Heather Cateau “Beyond Planters and Plantership”
in H. Cateau and R. Pemberton (eds.) Beyond Tradition: Reinterpreting The Caribbean Historical Experience, Kingston: Ian Randle Publishers, 2006: p. 4.*

SOURCE II

The negroes are of several sorts, from the several places of Guinea . . . Those who are [Creoles] . . . or taken from the Spaniards are reckoned . . . worth [more] than others . . . The negroes from some countries think they return to their own country when they die in Jamaica, and therefore [are not afraid of death], imagining they will change their condition . . . from [slave] to free, and so for this reason often cut their own throats.

Hans Sloane (1660 – 1753) “Account of the Inhabitants of Jamaica” in A Voyage to the Islands of Madiera, Barbados, Nieves (Nevis), S. Christopher and Jamaica, (1707) in Karina Williamson (ed.), Contrary Voices: Representations of West Indian Slavery, 1657 – 1834. Kingston: University of the West Indies Press, 2008, pp. 21 – 22.

SOURCE III

A Hospital 60 feet long by 26 feet wide
A Carpenter’s Lodge 56 feet long by 30 feet wide
A new Saw Pit
A Cow Pen 80 feet long
A Mill House 35 feet long and 25 feet wide
A Bell frame . . . on which the plantation bell is hung.

CO111/73, State and Inventory of Plantation Dankbaarheyd Gratitude . . . in October 1803 in Moncrieff to Hobart, 6 Jan 1804, in Alvin O. Thompson, A Documentary History of Slavery in Berbice, 1796 – 1834. Georgetown: Free Press, 2002: pp. 44 – 45.

GO ON TO THE NEXT PAGE

SOURCE IV

From several unpleasant circumstances that have lately taken place in some of the parishes of this island, I have deemed it [wise] to be more than usually vigilant during the approaching negro festivities. With this view, I have issued secret instructions to the several colonies of militia corps, to take strict search for arms in the towns and on the estates at that period, and to assemble such proportions of their regiments as shall be judged [necessary].

*Jamaica CO 137/120, Governor Coote to Castlereagh, December 4, 1807,
in Eric Williams (ed.) Documents on British West Indian History 1807 – 1833. Port of Spain:
Trinidad Publishing Company, 1952: p. 193.*

1. (a) From Source I, identify the group of people who were travelling across the Atlantic to the Caribbean. (1 mark)
(b) Explain why this group of people wanted to migrate to the Caribbean. (2 marks)
(c) Give THREE reasons why this journey was described as dangerous. (3 marks)
2. (a) Where is Guinea, referred to in Source II, located? (1 mark)
(b) State TWO differences between the people travelling in Source I and those referred to in Source II. (2 marks)
(c) (i) Who were the creoles? (1 mark)
(ii) Why were they preferred as workers? (2 marks)
3. (a) Source III provides a list of buildings on a typical sugar estate. Identify ONE factory building, other than those listed, found on a typical sugar estate and state its use. (2 marks)
(b) Explain the significance of a bell on a sugar plantation. (2 marks)
(c) Give THREE possible explanations for keeping cows on sugar plantations. (3 marks)
4. (a) What event made the course of action proposed by the writer in Source IV necessary? (2 marks)
(b) Why was it considered necessary to take the steps outlined by the writer in Source IV? (1 mark)
(c) Explain the different ways in which the Caribbean was seen by the groups described in Sources I and II and by the writer in Source IV. (6 marks)

GO ON TO THE NEXT PAGE

5. In 250 words, describe the groups which made up the population of a typical sugar plantation during the late 1600 and 1700s. **(12 marks)**

Total 40 marks

END OF TEST

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FORM TP 2010049



TEST CODE **01210020**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

21 MAY 2010 (a.m.)

1. This paper consists of 20 questions in four sections.

Section A: Questions 1 to 4

Section B: Questions 5 to 10

Section C: Questions 11 to 16

Section D: Questions 17 to 20

2. Answer FOUR questions, choosing ONE from EACH section.

3. You should spend some time reading through the entire paper before deciding which questions you will answer.

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01210020/F 2010

SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

Read the extract below, then answer the questions that follow.

Archaeologists have found evidence that the Indigenous Peoples were travellers. They moved easily among the territories of the region for a variety of reasons and established settlements in suitable locations. It is well established that they were very familiar with both the island and mainland areas.

- (a) Identify THREE places of origin of the Indigenous Peoples who occupied the Caribbean region when the Europeans arrived. (3 marks)
- (b) Explain THREE factors which influenced the location of indigenous settlements. (6 marks)
- (c) Examine FOUR aspects of the culture of the Indigenous Peoples that allowed them to travel easily through the region. (16 marks)

Total 25 marks

Question 2.

- (a) Outline TWO of the MAIN motives for the voyages of Columbus. (4 marks)
- (b) Explain THREE difficulties faced by Europeans during the EARLY stages of New World settlement. (9 marks)
- (c) Discuss FOUR effects of European activities on the environment of the New World. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

Read the extract below, then answer the questions that follow.

The operations of a typical sugar estate were dependent on the organisation of the labour force. It was necessary to ensure that labourers were allocated to all the tasks that were important to the maintenance of the plantation complex.

- (a) Outline TWO factors that could cause disruption of the process of sugar production. (4 marks)
- (b) Explain THREE ways in which planters sought to maximize the use of labour on the estates. (9 marks)
- (c) Describe the work done by enslaved women in the production of sugar. (12 marks)

Total 25 marks

Question 4.

Read the extract below, then answer the questions that follow.

The Caribbean slave society was rigidly divided along lines of race and colour. At the very top was the all-powerful European planter class. At the bottom were the powerless enslaved Africans. Each feared the other.

- (a) Describe TWO ways in which the European planter can be seen as “all-powerful”. (4 marks)
- (b) Explain THREE reasons why the enslaved Africans feared the European planters. (9 marks)
- (c) Examine FOUR reasons why the European planters feared the enslaved Africans. (12 marks)

Total 25 marks

SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

Read the extract below, then answer the questions that follow.

In some territories, where physical conditions were favourable, enslaved Africans often escaped and set up Maroon communities away from the plantations. The planters distrusted the Maroons and tried to defeat them. This was difficult to achieve since the Maroons were determined to be free of the plantation and enslavement.

- (a) Describe THREE ways in which physical conditions favoured the setting up of Maroon communities. **(9 marks)**
- (b) Examine FOUR reasons, other than physical conditions, why planters found it difficult to defeat the Maroons. **(16 marks)**

Total 25 marks

Question 6.

Imagine that it is 1804 and you are a French priest stationed in St Domingue. Write a letter to your Bishop explaining why the enslaved Africans succeeded in destroying slavery in the island.

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) Explain THREE reasons why the European planters supported slavery. **(9 marks)**
- (b) Examine, in detail, FOUR reasons why enslaved Africans opposed their enslavement. **(16 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 8.

- (a) Explain THREE reasons why the planters of the British Caribbean resisted the amelioration proposals. **(9 marks)**
- (b) Examine FOUR ways in which the reactions of the planters in the British Caribbean to the amelioration proposals helped to hasten the abolition of slavery. **(16 marks)**

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 - 1876

Question 9.

- (a) Explain THREE reasons why the planters of Guyana and Trinidad feared that the freed Africans would not continue to work on the sugar plantations once slavery was abolished. **(9 marks)**
- (b) Examine FOUR measures adopted by some planters to secure a supply of labour on their plantations between 1838 and 1876. **(16 marks)**

Total 25 marks

Question 10.

- (a) Explain THREE reasons why the recently freed Africans were so keen to become educated. **(9 marks)**
- (b) Examine FOUR reasons why some colonial legislatures were so reluctant to provide education for the recently freed Africans. **(16 marks)**

Total 25 marks

SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 - 1985

Question 11.

Read the extract below, then answer the questions that follow.

The rice industry in Guyana is presently the second largest agricultural industry in the country and is surpassed only by sugar. It is by far the greatest user of arable land involving several thousands of families directly and indirectly.

- (a) Describe THREE factors which led to large scale cultivation of rice in Guyana especially from the early 1900s. **(9 marks)**
- (b) Examine FOUR difficulties which affected the Guyana rice industry during the period 1900-1985. **(16 marks)**

Total 25 marks

Question 12.

Write an essay outlining the stages of development of the bauxite industry in Jamaica up to 1985.

You should identify the reasons for its emergence, its growth and expansion, problems encountered and its overall impact on society. **(25 marks)**

Total 25 marks

Theme 7 - Social and Economic Conditions in the 20th Century

Question 13.

Read the extract below, then answer the questions that follow.

While Marcus Garvey expressed his ideas on the long term solution for problems facing people in Africa and the Caribbean, other Caribbean personalities were taking different and more practical paths to the same goal. Among them were union leaders like Hubert Nathaniel Critchlow and Arthur Andrew Cipriani.

Adapted from Lennox Honychurch, The Caribbean People, Third Edition. Nelson Thornes 2006, p. 126.

- (a) Discuss THREE social or economic problems which faced Caribbean people during the early 1900s. (9 marks)
- (b) Examine FOUR strategies adopted by union leaders which were aimed at improving the social and economic conditions of Caribbean people. (16 marks)

Total 25 marks

Question 14.

Read the extract below, then answer the questions that follow.

For a long time colonial legislatures did not recognize trade unions in the British Caribbean. Labour leaders and their unions had to struggle for recognition.

- (a) Explain THREE reasons why colonial legislatures did not recognize trade unions in the British Caribbean during the early 1900s. (9 marks)
- (b) Examine FOUR factors which contributed to the growth of trade unions during the early 1900s. (16 marks)

Total 25 marks

Theme 8 – The United States in the Caribbean, 1776 - 1985

Question 15.

Read the extract below, then answer the questions that follow.

The United States of America watched with apprehension as the Dominican Republic borrowed from European creditors by pledging its custom duties as security. As indebtedness grew so did government inefficiency and corruption.

*Adapted from James Ferguson,
The Story of the Caribbean People. Kingston:
Ian Randle Publishers, 1998, p. 214.*

- (a) Discuss THREE reasons why the United States of America was concerned about developments in the Dominican Republic in the early 1900s. **(9 marks)**
- (b) Examine FOUR features of United States involvement in the Dominican Republic in 1916. **(16 marks)**

Total 25 marks

Question 16.

Read the extract below, then answer the questions that follow.

One of the biggest changes in American society came in the 1950s and 1960s when black people were integrated as full citizens through court orders and changes in laws. These events were closely followed in the Caribbean.

*Adapted from Lennox Honychurch,
The Caribbean People, Third Edition.
Nelson Thornes, 2006, p. 171.*

- (a) Discuss THREE reasons why the Civil Rights Movement in the USA appealed to Caribbean people. **(9 marks)**
- (b) Examine FOUR ways in which the Civil Rights Movement influenced the Caribbean. **(16 marks)**

Total 25 marks

SECTION D

Answer ONE question only in this section.

Theme 9 – Movement towards Independence and Regional Integration up to 1985

Question 17.

- (a) Describe THREE responses of British colonies to metropolitan rule by the end of World War II. **(9 marks)**
- (b) Examine FOUR results of the struggle by British colonies against metropolitan rule. **(16 marks)**

Total 25 marks

Question 18.

- (a) Describe THREE benefits to Puerto Rico from being an “associated free state” of the United States of America. **(9 marks)**
- (b) Examine FOUR reasons why some Puerto Ricans opposed “associated” status. **(16marks)**

Total 25 marks

Theme 10 – Social Life, 1838 - 1962

Question 19.

- (a) Explain THREE factors responsible for the persistence of poor public health conditions throughout the British Caribbean in the **early** 1900s. **(9 marks)**
- (b) Examine FOUR measures taken by colonial governments to improve public health conditions in the British Caribbean **after** 1945. **(16 marks)**

Total 25 marks

Question 20.

- (a) Explain THREE factors responsible for the practice of African-based religions in the Caribbean in the **late** 1900s. **(9 marks)**
- (b) Examine FOUR ways in which the Church responded to the practice of African-based religions in the British Caribbean especially **after** the 1940s. **(16 marks)**

Total 25 marks

END OF TEST

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FORM TP 2010050



TEST CODE **01210032**

MAY/JUNE 2010

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

03 JUNE 2010 (p.m.)

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.**

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Study the FIVE sources below, which relate to Emancipation and Apprenticeship, and then answer ALL the questions that follow.

SOURCE I

St. Vincent

In St. Vincent, as in other islands, since 1 August 1834 - no praedial apprenticed labourer, whether attached or not to the soil, is bound to labour more than 45 hours ..., in any one week. ... To this the colonial Legislature has added one day in each week to each praedial. With 11 days (and by subsequent statute, nineteen days in addition to the eleven) over and above the one day in each week, and Sundays throughout the year for the cultivation of his provision Grounds. Thus every praedial has to himself –

All Sundays in the year

1 day each week (Which custom has made Saturday)

11 days previously, and now 19 additional ones

In all = 134 free days exempt from toil

Roderick Mc Donald (ed.), Between Slavery and Freedom: Special Magistrate John Anderson's Journal of St. Vincent during the Apprenticeship, Kingston: University of the West Indies Press, 2001, p. 88.

SOURCE II

“Governor Smith took the decision to despatch several units of imperial soldiers to Bridgetown on 1st August, emancipation day ... Emancipation day [in Barbados] ... was a peaceful one. In Trinidad there were riots in Port of Spain, and rumours of disturbances in the country side. Threats of disorder were also reported in Essequibo (British Guiana) and some unrest also occurred in St. Kitts and Montserrat.”

Hilary Beckles, A History of Barbados, Cambridge, Cambridge University Press, 2006, pp. 129-130.

SOURCE III

Circular despatch to the Governors, 15 October, 1835.

This despatch is to call attention of the Council and Assembly to the [necessity] of making some legal provision for enforcing the attendance of all young persons of a competent age, at any schools, which may be opened under the sanction of His Majesty’s Government, for their instruction. Whatever objection may exist ... to the principle of compulsory education, they can have no place in reference to a colony in which the great mass of people have just emerged from slavery but have not yet generally acquired any [knowledge of] the principles ... of Christianity, and are for the most part destitute of the first elements of learning.

Shirley Gordon, A Century of West Indian Education, London: Longmans Green and Co. Ltd, 1963, pp. 26-27.

GO ON TO THE NEXT PAGE

SOURCE IV

Martinique, 22 December, 1836.

There is a general belief in the colony that the government would abolish slavery within the next two years, there was also an impression among slaves that they would be freed. The trade of the island is now very depressed in consequence of the uncertain aspect of the future. The number of soldiers in the colony has been increased, and they are stationed in small bodies all over the island ... Since the change in the British colonies, the discipline on the estates has been much relaxed, the slaves worked less and were less harshly treated.

*Joseph Sturge and Thomas Harvey, The West Indies in 1837,
Frank Cass and Co. Ltd, 1968, p. 109.*

SOURCE V

Secretary of State to Governors of the West Indies, 1838.

I think it necessary ... to appraise you that the state of public feeling in this Kingdom respecting the apprentice system, is such to justify the most serious anxiety as to the possible consequences on the future state of the British West Indies. At the distance at which you are placed, you may very probably underrate the force of public opinion which [exists] here on this subject.

*Shirley Gordon, Caribbean Generations, A CXC History Source Book,
Kingston: Longman Caribbean, 1983, p. 141.*

1. (a) (i) Explain the term “praedial labourer” referred to in Source I. (1 mark)
 - (ii) What other class of workers was specified in the Emancipation Act? (1 mark)
 - (b) Explain the concerns which provided the stimulus for including special provisions for these groups of workers. (2 marks)
 - (c) From the tone of his writing, how does the writer in Source I feel about the working hours of the praedial workers in St. Vincent? (2 marks)
-
2. (a) Give ONE reason for the outbreak of the disturbances mentioned in Source II. (2 marks)
 - (b) (i) Which activity was the MOST popular among freed people in the Caribbean early on Emancipation Day? (1 mark)
 - (ii) What TWO factors explain the popularity of this activity? (4 marks)
 - (c) Explain the difference between the approaches of the authorities in Source II and those in Source IV. (2 marks)

GO ON TO THE NEXT PAGE

3. (a) Why, as stated in Source III, did the British government find it necessary to advise the colonial governments about compulsory education for the freed people? **(1 mark)**
- (b) (i) Which group of people in the British Caribbean were most likely to object to compulsory education for the freed people? **(1 mark)**
- (ii) Why did this group object to the freed people being educated? **(2 marks)**
- (c) What arrangements were made for the education of free people in the British Caribbean at Emancipation? **(2 marks)**
4. (a) What is “The change in the British colonies” referred to in Source IV? **(1 mark)**
- (b) Why did this change in the British colonies affect Martinique (Source IV)? **(2 marks)**
- (c) Give TWO explanations for the Secretary of State’s communication to the colonial governors of the state of public opinion on the matter of apprenticeship in Source V. **(4 marks)**
5. In 250 words, explain why the British government thought it necessary to institute full emancipation in 1838. **(12 marks)**

Total 40 marks

END OF TEST

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FORM TP 2011054

MAY/JUNE 2011

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 02 – General Proficiency

2 hours 10 minutes

20 MAY 2011 (p.m.)

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 10 minutes reading through the entire paper before deciding which questions you will answer.

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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

Question 1.

- (a) (i) What were the leaders of (a) the Taino and (b) the Kalinago peoples called? **(2 marks)**
(ii) How was the Kalinago leader chosen? **(2 marks)**
- (b) Describe THREE functions of the Kalinago leader. **(9 marks)**
- (c) Describe THREE features of the political system of EITHER the Taino OR the Mayan people. **(12 marks)**

Total 25 marks

Question 2.

During the period 1498 to 1600, the colonial relationship between the Spanish and the Indigenous Peoples was determined by two systems of labour. This was the basis of Spanish colonial society in the New World.

- (a) (i) Name the TWO systems of labour which were used by Spain in the New World. **(2 marks)**
(ii) Name the person who introduced EACH system. **(2 marks)**
- (b) Describe THREE requirements of these systems of labour. **(9 marks)**
- (c) Examine THREE areas in which these systems of labour affected the Indigenous Peoples. **(12 marks)**

Total 25 marks

Theme 2 : Caribbean Economy and Slavery

Question 3.

- (a) Identify TWO Caribbean territories which produced tobacco and TWO Caribbean territories which produced logwood in the 1600s. **(4 marks)**
- (b) Explain THREE reasons for the changeover from the production of tobacco to sugar in the 1600s. **(9 marks)**
- (c) Examine THREE economic effects of the changeover from tobacco to sugar. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 4.

- (a) Identify FOUR countries from which white indentured servants were recruited to the Caribbean. **(4 marks)**
- (b) Explain THREE reasons why enslaved Africans became the preferred or favoured labour force in the Caribbean **in the 1600s.** **(9 marks)**
- (c) Examine THREE reasons for the marked increase in the demand for enslaved Africans **after 1700** in the British and French Caribbean. **(12 marks)**

Total 25 marks

Theme 3 : Resistance and Revolt

Question 5.

- (a) List TWO examples EACH of insurrectionary **and** non-insurrectionary forms of resistance, **other than** running away. **(4 marks)**
- (b) Explain THREE reasons why enslaved Africans ran away from the Caribbean sugar plantations. **(9 marks)**
- (c) Examine THREE ways in which the sugar plantations were affected when enslaved Africans ran away. **(12 marks)**

Total 25 marks

Question 6.

- (a) Identify FOUR major slave revolts which occurred in the British Caribbean before the 1831 Jamaica revolt. **(4 marks)**
- (b) Explain THREE reasons for the 1831 Jamaica revolt. **(9 marks)**
- (c) Examine THREE consequences of the 1831 Jamaica revolt for both the enslaved Africans and the Jamaican sugar planters. **(12 marks)**

Total 25 marks

SECTION B

Answer ONE question only from this section.

All responses 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

Question 7.

Imagine that you are a journalist writing for a local newspaper in the late 1840s. Write an article comparing the British and French anti-slavery movements.

In your article pay attention to BOTH the similarities and differences, noting the nature of the anti-slavery movement itself, the organization of the campaigns and the outstanding personalities.

Total 25 marks

Question 8.

Imagine that it is 1837 and you are Thomas Harvey, a visiting abolitionist to the Caribbean. Write a letter to the London Times newspaper explaining the reasons why the apprentices continue to protest against the Apprenticeship System.

Total 25 marks

Theme 5 : Adjustments to Emancipation

Question 9.

Imagine that you are a Stipendiary Magistrate serving in the British Caribbean in the second half of the 1800s. Write a letter to your Chief Justice in Britain explaining the factors which contributed to the large scale importation of Indian labour into the Caribbean, and some of the difficulties faced by these immigrants **up to 1876**.

Your answer should explain at least THREE of the factors responsible for the importation of Indian immigrants and THREE of the difficulties they faced.

Total 25 marks

Question 10.

Imagine that you are a Baptist preacher stationed in Jamaica in the 1880s. Write an essay explaining the economic contribution of the free peasants to the Caribbean society **between 1838 and 1876**.

Your answer should explain at least SIX economic contributions.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 6 : Caribbean Economy, 1875 – 1985

Question 11.

Imagine that you are a Jamaican banana grower in the late 1900s.

Write a letter to your investor explaining the contribution of Markets **and** Investment Capital to the growth and survival of the Jamaican banana industry in the 1900s.

In your letter you should discuss at least THREE points on Markets **and** THREE points on Investment Capital.

Total 25 marks

Question 12.

Imagine that you are a Caribbean trade unionist in the 1900s. Write a letter to the newspaper explaining how industrialization has affected occupations **and** the standard of living in the English-speaking Caribbean in the 1900s.

In your letter you should discuss at least THREE points EACH on occupations **and** standard of living.

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

Question 13.

Discuss THREE reasons why the United States of America intervened in Haiti in early 1915 and THREE measures they took to resolve the situation in Haiti.

Total 25 marks

Question 14.

Examine THREE political and THREE economic measures taken by Fidel Castro which contributed to the survival of the 1959 Cuban Revolution.

Total 25 marks

Theme 8 : Caribbean Political Development up to 1985

Question 15.

Examine THREE reasons for the formation of the British West Indies Federation and THREE steps taken between 1945 and 1958 to establish it.

Total 25 marks

Question 16.

Examine the role of EITHER Theophilus Albert Marryshow OR Sir Grantley Adams in the formation of the British West Indies Federation of 1958.

In your response pay particular attention to the education, and career of the selected person and his impact on the federal movement.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 9 : Caribbean Society, 1900 – 1985

Question 17.

Explain the factors which made it difficult to travel around a named Caribbean country **between 1900 and 1950** and why the means of travel became much easier by 1985.

In your response pay particular attention to the geography of the land, nature of transportation, the changing transportation needs and demands, improvements in technology and in systems of transportation and communication.

Total 25 marks

Question 18.

Discuss why Indian immigrants were reluctant to join the established Christian churches in the 1900s.

In your response pay particular attention to the tendency of the Indian immigrants to be socially exclusive, the role of religion in their lives, and the reluctance to become creolized.

Total 25 marks

END OF TEST

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FORM TP 2011055

MAY/JUNE 2011

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

02 JUNE 2011 (p.m.)

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.**

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Study the FOUR extracts below, which relate to Emancipation and Apprenticeship and then answer ALL the questions that follow.

SOURCE I

Antigua, November 1836

There is one subject upon which all are agreed — that the great experiment ... has succeeded beyond the expectations of its most sympathetic supporters ... None will deny that the new system has worked well. Many speak [forcefully], of the annoyances they have escaped by the change, and of the comparative comfort with which they now manage their estates. The measure has been felt to be one of emancipation of masters ... from a most oppressive bondage ...

*Joseph Sturge and Thomas Harvey, The West Indies in 1837,
Frank Cass and Co. Ltd, 1968, pp. 69-70.*

SOURCE II

“Emancipation Day was greeted by the slaves and free coloured population with great jubilation. The Proclamation was read to the slaves on each estate after a religious service. Some of the planters had anticipated trouble, but there was none, only a few incidents of insubordination on two of the estates. However, it would soon become evident that the law that ended slavery did not emancipate the slaves.”

*Beverly Steele, Grenada: A History of Its People,
Oxford: Macmillan Education, 2003, p. 165.*

SOURCE III

As early as 1836, it was evident that the system was not serving the purpose it was designed to serve. The anti-slavery society began to agitate for the system’s end Eventually Parliament set up a committee to evaluate [the system]. The committee found multiple abuses in the system ...

*Beverly Steele, Grenada: A History of Its People,
Oxford: Macmillan Education, 2003, p. 171.*

SOURCE IV

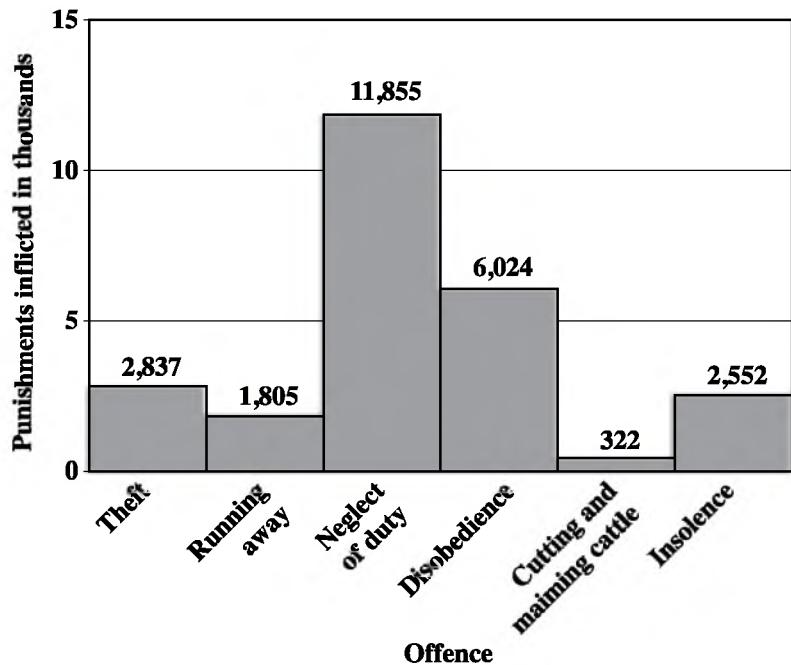
It is estimated that there were in the British colonies on the 1st November, 1834, not fewer than 130,000 negro children, under six years of age. And therefore legally exempt from all [obstacles] to attending at schools. The circumstances of these children, whose character and habits will so greatly depend on their being either educated in the principles and duties of Christianity, or left to grow up in ignorance and vice, point to the importance of immediate and vigorous efforts to enable them to read for themselves the Holy Scriptures — the best and only sure foundation of social order, industry and happiness.

An Appeal to the Friends of the Education on Behalf of the Negroes in the British Colonies, January 1836.

*Shirley Gordon, A Century of West Indian Education,
London: Longmans Green and Co. Ltd, 1963, p. 25.*

GO ON TO THE NEXT PAGE

SOURCE V



Offences punished by Stipendiary Magistrates, August 1834 - July 1835

Encl. in Sligo to Glenelg, No. 195, January 22, 1836 (166), XLVIII.

Diana Paton, No Bond but the Law: Punishment, Race and Gender in Jamaica State Formation, 1780-1870. Duke University Press, 2004, p. 72.

1. (a) What was the “new system” in Antigua that is referred to in Source I? **(1 mark)**
(b) Give ONE explanation for the difference in the descriptions of the experiences of Antigua in Source I and those of Grenada in Source III. **(2 marks)**
(c) Why did the planters, mentioned in Source II, anticipate trouble after emancipation? **(2 marks)**

Total 5 marks

2. (a) What is the name of “the system” mentioned in Source III? **(1 mark)**
(b) What was the purpose of this system? **(2 marks)**
(c) State THREE examples of the “multiple abuses” in the system, referred to in Source III. **(3 marks)**

Total 6 marks

GO ON TO THE NEXT PAGE

3. (a) What was the problem identified by the writer in Source IV? **(2 marks)**
(b) What was the solution suggested by the writer? **(1 mark)**
(c) Give ONE reason why this particular solution was favoured. **(2 marks)**

Total 5 marks

4. (a) Who were the Stipendiary Magistrates referred to in Source V? **(1 mark)**
(b) What was their function? **(2 marks)**
(c) What does the information in the chart in Source V indicate about the working of the apprentice system in Jamaica during the period August 1834 to July 1835? **(4 marks)**

Total 7 marks

5. In 250 words, examine the evidence to support the view of the writer in Source II that “the law that ended slavery did not emancipate the slaves.” **(12 marks)**

Total 35 marks

END OF TEST

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FORM TP 2012054



TEST CODE **01210020**

MAY/JUNE 2012

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

22 MAY 2012 (p.m.)

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, choosing ONE from EACH section.
3. You should spend some time to read through the entire paper to decide which questions you will answer and to plan your answers.

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

SECTION A

Answer ONE question only from this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

- (a) Name FOUR materials which were used by the Tainos of the Caribbean to construct their homes. **(4 marks)**
- (b) Outline THREE ways in which sculptures were used in the religious practices of the Tainos. **(9 marks)**
- (c) Describe THREE ways in which indigenous art forms were used in the buildings and craftsmanship of the Tainos. **(12 marks)**

Total 25 marks

Question 2.

European contact with the Indigenous Peoples had consequences for both groups of people. While the Europeans introduced new plants and animals, they also adopted some of the foods of the Indigenous Peoples. However, European demands for labour significantly altered the lives of the Indigenous Peoples.

- (a) Identify FOUR ways in which the Indigenous Peoples were required to provide labour for the Europeans. **(4 marks)**
- (b) Give THREE reasons why this labour was required. **(9 marks)**
- (c) Explain THREE factors which were responsible for the withdrawal of this labour. **(12 marks)**

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

By the middle of the 1600s, most tobacco farmers were worried about the slump in the tobacco industry. There were those, however, who had come to accept sugar as the most likely alternative to tobacco. Little did they know of the economic or social consequences of the changeover to sugar.

- (a) Outline TWO reasons for the changeover from the production of tobacco to sugar. **(4 marks)**
- (b) Describe THREE **economic** outcomes of the changeover to sugar. **(9 marks)**
- (c) Explain THREE **social** changes that resulted from the introduction of sugar. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 4.

- (a) Outline TWO reasons why the Spaniards **first** imported captive Africans into the Caribbean. **(4 marks)**
- (b) Give THREE reasons why there was only a small number of enslaved Africans in the Caribbean in the early 1500s. **(9 marks)**
- (c) Examine THREE factors responsible for the rapid increase in the number of enslaved Africans in the British Caribbean by **the end of the 1600s**. **(12 marks)**

Total 25 marks

Theme 3 – Resistance and Revolts

Question 5.

- (a) List FOUR different **types** of methods, other than those dictated by law, which were used by the sugar planters to control enslaved Africans on a typical sugar plantation in the 1700s. **(4 marks)**
- (b) Describe **any** THREE of the methods used by sugar planters to control enslaved Africans on a typical sugar plantation in the 1700s. **(9 marks)**
- (c) Explain THREE reasons why these methods of control did not always succeed. **(12 marks)**

Total 25 marks

Question 6.

- (a) Identify FOUR territories in which **major** revolts were staged by enslaved Africans in the Caribbean. **(4 marks)**
- (b) Give THREE reasons for the early success of the 1816 revolt. **(9 marks)**
- (c) Examine THREE factors which were responsible for the failure of the 1816 revolt. **(12 marks)**

Total 25 marks

SECTION B

Answer ONE question only from this section.

Theme 4 – Metropolitan Movements Towards Emancipation

Question 7.

Imagine that you are a Jamaican sugar planter in 1825. Write a letter to your banker in Britain explaining the amelioration policy and why most planters are unhappy with it.

In your letter be sure to mention the reasons for the introduction of the amelioration measures, their important features and the planters' response to them.

Total 25 marks

Question 8.

Imagine that you are a member of the London Missionary Society on a visit to the Caribbean in 1837. Prepare a report to the Society explaining what the apprenticeship period was intended to achieve and why it was failing to do so.

In your report be sure to identify at least THREE of the relevant clauses of the 1833 Act, the sections beneficial to the apprentice and to the planter, and the dissatisfaction of both the planter and the apprentice.

Total 25 marks

Theme 5 – Adjustments to Emancipation 1838–1876

Question 9.

Imagine that you are a planter in any **named** English-speaking Caribbean territory. Write a letter to the Governor discussing some of the problems facing the sugarcane industry between 1838 and 1854.

Total 25 marks

Question 10.

Imagine that you are the Colonial Secretary in Jamaica in the 1860s. Write a letter to the Colonial Office arguing the case for the adoption of Crown Colony Government on the island, in place of the Old Representative System.

Total 25 marks

Theme 6 – Caribbean Economy 1875–1985

Question 11.

Imagine that you are living in Barbados in 1980 and the island has experienced growth in the tourist industry. Examine the reasons for, and the consequences of, the development of the tourist industry in Barbados.

Total 25 marks

GO ON TO THE NEXT PAGE

Question 12.

You are a US investor in Cuba in the second half of the 1800s. Examine the factors which led to the growth of the Cuban sugar industry between 1850 and 1890.

Total 25 marks

SECTION C

Answer ONE question only from this section.

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

Question 13.

Discuss the factors that caused the United States of America to invade Grenada and remove the Revolutionary Military Council (RMC) in 1983. Discuss at least SIX factors.

Total 25 marks

Question 14.

Discuss the effects of Fidel Castro's Cuban revolution on the Caribbean between 1958 and 1985 in terms of

- (a) the spread of US political and economic influence, and
- (b) the Cold War.

Discuss at least THREE effects for EACH area.

Total 25 marks

Theme 8 – Caribbean Political Development up to 1985

Question 15.

Examine THREE arguments used to promote the unification of the Leeward Islands in 1871 and THREE reasons why this attempt at unification ended in failure.

Total 25 marks

Question 16.

Examine the economic, political and social factors which contributed to the collapse of the British West Indies Federation in 1962. Discuss at least TWO factors for EACH area.

Total 25 marks

Theme 9 – Caribbean Society 1900–1985

Question 17.

Examine the employment problems in the British Caribbean during the 1930s and the measures adopted by colonial governments to deal with them. Discuss at least THREE problems and THREE measures adopted.

Total 25 marks

Question 18.

Examine the reasons why young women in the British Caribbean tended to move out of the country districts and into the towns between the 1920s and 1930s, and the ways in which women's organizations tried to help them. Discuss at least THREE reasons and THREE ways in which help was given.

Total 25 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 C O U N C I L**SECONDARY EDUCATION CERTIFICATE
EXAMINATION****CARIBBEAN HISTORY****Paper 032 – General Proficiency*****2 hours*****04 JUNE 2012 (p.m.)****READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

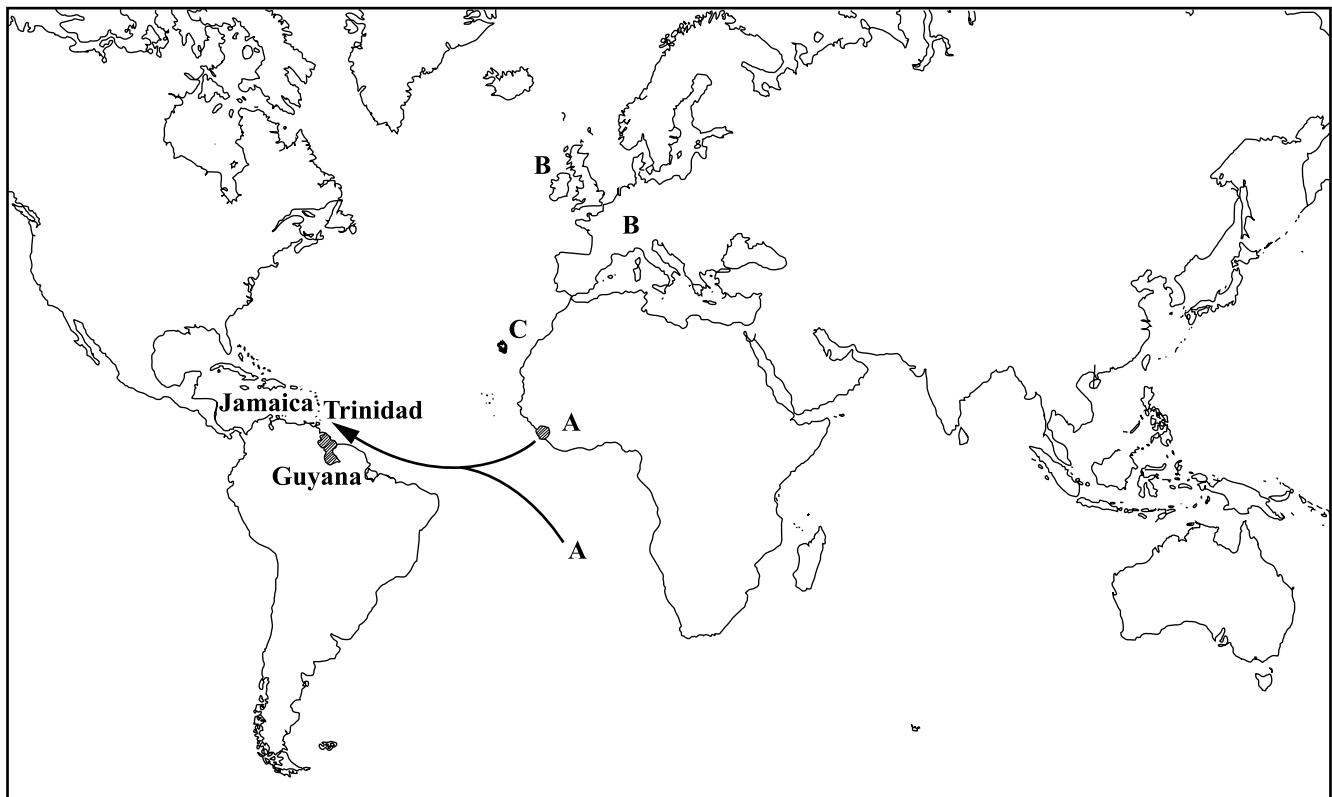
1. This paper consists of 5 questions. Answer ALL the questions.
2. Study the source material provided carefully before attempting to answer any of the questions. You will need to use information from the sources as well as your own knowledge to answer the questions.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.
4. You are advised to spend some time to read through the paper and plan your answers.

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

Study the FIVE sources below, which relate to the Coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans and then answer ALL the questions that follow.

SOURCE I

Homelands of Nineteenth Century Migrants to the Caribbean



William Claypole and John Robottom, Caribbean History: Foundations Book 1, Edinburgh: Pearson Education Limited, 2009, p.208.

SOURCE II

During the years 1846 and 1847 as many as 7000 or 8000 have been introduced into this colony, and, apart from the expense, what has been the result? Owing to them and the Portuguese, poverty has been introduced into a land where, before their arrival, it was unknown... As regards {Indians} they have likewise suffered from diseases, because of the change of the climate... and from their want of cleanliness: they have become along with the Portuguese almost the only occupants of the public and private hospitals.

Adapted From: Henry Dalton, "History of British Guiana, 1855", in Fitzroy Augier and Shirley Gordon, Sources of West Indian History, London: Longman Caribbean, 1962, p.25.

SOURCE III

It has been stated that the British [Indian] immigration is cruelly conducted, but I can confirm that the opposite is the case... Upon arriving here there is no thought or care of the future. They are immediately provided for and their wages are five times more than they could earn at home.

*Adapted From: George Sewell, "The Ordeal of Free Labour, 1861"
in Fitzroy Augier and Shirley Gordon, Sources of West Indian History,
London: Longman Caribbean, 1962, p.26.*

SOURCE IV

... there is very wide-spread discontent and disaffection existing throughout the immigrant population... and ...these ill feelings...will unless checked by remedial measures result in more serious calamities... of the greatest number of immigrants who are weekly committed to jail for breaches of contract, a very considerable portion are jailed each week for failing to do what they are physically incapable of doing...

*Adapted From: George William Des Voeux, "Letter to the Secretary of State, 25 December 1869"
in Fitzroy Augier and Shirley Gordon, Sources of West Indian History,
London: Longman Caribbean, 1962, pp.28–29.*

SOURCE V

Indian Indentured Labour Migrating to the British Caribbean, 1844–1917

British Guiana	239 000
Trinidad	144 000
Jamaica	38 000
St Lucia	4 000
Grenada	3 000
St Vincent	2 700
TOTAL	416 000

*William Claypole and John Robottom, Caribbean History: Foundations Book 1,
Edinburgh Pearson Education Limited, 2009, p.213.*

1. Identify the groups of immigrants who came from the places marked, A, B, C on the map in Source I. **(3 marks)**
2. (a) Give ONE explanation for the different views on immigration to Guyana expressed in Sources II and III. **(2 marks)**
(b) What does the information in Source II suggest are the writer's views of Indian immigrants? Support your answer with evidence from Source II. **(2 marks)**

GO ON TO THE NEXT PAGE

3. State TWO reasons for the discontent referred to in Source IV among immigrant communities in Guyana. **(4 marks)**
4. From the information provided in Source V, what are TWO suggestions that can be made about the sugar industry in the British Caribbean between 1844 and 1917 ? **(4 marks)**
5. In NO MORE THAN 250 words, explain why problems were encountered in the attempts to recruit Chinese immigrant labour to the British West Indies. **(20 marks)**

Total 35 marks

END OF TEST

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FORM TP 2013054



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MAY/JUNE 2013

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

27 MAY 2013 (p.m.)

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. You are advised to take some time to read through the paper and plan your answers.

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

Question 1.

Christopher Columbus made a proposal to several European kings and princes to find a new route to Asia. Some rulers thought his plan was crazy but the King and Queen of Spain saw its potential benefits and gave him financial support.

- (a) Outline TWO features of Columbus' proposal to the King and Queen of Spain. **(4 marks)**
- (b) Explain THREE reasons why Columbus was looking for a new route to Asia. **(9 marks)**
- (c) Examine THREE factors which explain the willingness of the King and Queen of Spain to support Columbus' venture. **(12 marks)**

Total 25 marks

Question 2.

- (a) List FOUR agricultural crops grown by the Indigenous Peoples to which the Europeans were introduced. **(4 marks)**
- (b) Explain THREE reasons why Europeans in the New World became dependent on the food of the Indigenous Peoples. **(9 marks)**
- (c) Examine THREE factors which illustrate how contact with the Europeans affected the population of the Indigenous Peoples. **(12 marks)**

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) (i) Name TWO groups of people used as labourers by European settlers in the Caribbean before the importation of Africans. **(2 marks)**
- (ii) Identify TWO Caribbean territories which produced logwood in the 1600s. **(2 marks)**
- (b) Describe THREE ways in which the Dutch assisted French and English settlers in the changeover from tobacco to sugar in the 1600s. **(9 marks)**
- (c) Examine THREE social effects of EITHER the changeover from tobacco to sugar OR from logwood to mahogany. **(12 marks)**

Total 25 marks

Question 4.

- (a) List FOUR examples of restrictions placed on free coloured men and women in any Caribbean territory. **(4 marks)**
- (b) Describe THREE activities that provided opportunities for men and women of all classes to interact during slavery. **(9 marks)**
- (c) Examine THREE ways in which the social status of free blacks and coloureds could improve. **(12 marks)**

Total 25 marks

Theme 3 – Resistance and Revolts

Question 5.

- (a) (i) Identify TWO forms of resistance used by captive Africans during the Middle Passage. **(2 marks)**
- (ii) Name TWO Caribbean territories where large maroon settlements developed. **(2 marks)**
- (b) Describe THREE strategies used by enslaved women to deprive plantation owners of labour. **(9 marks)**
- (c) Examine THREE ways in which insurrectionary forms of resistance by enslaved men and women created problems for plantation owners. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 6.

After thirteen years of struggle, Haiti became the second independent state in the Americas and the first black one. The Haitian Revolution had far-reaching effects on the Americas.

- (a) Name FOUR leaders of the Haitian revolution. **(4 marks)**
- (b) Explain ONE way in which the Haitian revolution threatened the United States and TWO ways in which it benefited the Caribbean. **(9 marks)**
- (c) Examine THREE ways in which the long battle for independence was damaging to the Haitian economy and society. **(12 marks)**

Total 25 marks

SECTION B

Answer ONE question only from this section.

All responses 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

Question 7.

Write a speech that you will deliver as an abolitionist participating in a debate on slavery in the British Parliament. Speak **against** any FIVE of the arguments put forward by your opponents.

Total 25 marks

Question 8.

Imagine that you are an absentee planter in London who supported the proposals to improve the conditions of enslavement in the British Caribbean. Write a letter to a friend living elsewhere in England discussing the aims of the Amelioration policy of 1823 and why this policy has failed.

Your answer should include at least TWO proposals for amelioration and THREE reasons for failure of the policy.

Total 25 marks

Theme 5 – Adjustments to Emancipation

Question 9.

You are the owner of a sugar plantation in the colony of British Guiana during the period 1838 to 1876. Write a letter to your banker explaining why Indian immigration has been so successful in British Guiana.

You should discuss FIVE of the following factors which contributed to the success of the system of Indian immigration: push factors, pull factors, role of the Colonial Office/British Government, role of planters, physical environment and other forms of control.

Total 25 marks

Question 10.

Imagine that you are a journalist in the English speaking Caribbean around 1850. Write an article for *The Guardian* newspaper examining the social and economic impact of the formation of free village settlements in the British Caribbean.

You should examine at least FIVE points from any TWO of the following areas: labour, markets and trade, financial institutions, immigration, social impact.

Total 25 marks

Theme 6 – Caribbean Economy, 1875–1985

Question 11.

Write a letter to the London Chamber of Commerce assessing how the measures adopted to ensure its survival succeeded in improving the Caribbean sugar cane industry during the late 1800s and early 1900s.

You are required to assess at least FIVE measures taken from any TWO of the following areas: science and technology, markets, capital, labour.

Total 25 marks

Question 12.

You are an employee in the Ministry of Energy, Trinidad and Tobago and you are responding to a request for background information on the petroleum industry from a likely investor. Write a response to the request.

You are required to discuss at least FIVE points taken from any TWO of the following areas: early development, government policies, investment capital and human resources.

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 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 the reasons for the United States' increasing interest in the Caribbean between 1776 and 1870.

You are required to argue at least FIVE points from any TWO of the following areas:

- Defence
- Expansionism
- Trade and investment
- Ideology

Total 25 marks

Question 14.

Assess the measures adopted by the United States of America between 1959 and 1962 in response to the Castro revolution in Cuba.

You are required to argue at least FIVE points from any TWO of the following areas:

- Political and economic embargo
- Ideological warfare
- Military intervention
- International pressure

Total 25 marks

Theme 8 – Caribbean Political Development up to 1985

Question 15.

The series of popular protests involving strikes and riots which characterized the British Caribbean in the 1930s led to the appointment of the Moyne Commission.

Assess the effects of any FIVE of the recommendations of the Moyne Commission on the political development of the region.

Total 25 marks

Question 16.

Examine the reasons for the collapse of the British West Indies Federation in 1962. You are required to argue at least FIVE points from any TWO of the following factors:

- Economic
- Political
- Social

Total 25 marks

Theme 9 – Caribbean Society, 1900–1985

Question 17.

Examine the state of working and health conditions of working men and women in the Caribbean in the 1930s. You are required to consider FIVE conditions, at least TWO from each area.

Total 25 marks

Question 18.

Discuss THREE missionary efforts to convert people from their Hindu, Muslim and African religious beliefs to Christianity, and TWO reasons for the limited success of these efforts.

Total 25 marks

END OF TEST

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FORM TP 2013055



TEST CODE **01210032**

MAY/JUNE 2013

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

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 032 – General Proficiency

2 hours

06 JUNE 2013 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FIVE questions. Answer ALL questions.
2. 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.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.
4. You are advised to spend some time to read through the paper and plan your answers.

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Study the FIVE extracts below, which relate to the coming of the Chinese, Europeans (Madeirans, Germans, French), Indians and Africans and then answer ALL the questions that follow.

SOURCE I

Slavery was not born of racism... The reason was economic... As compared with Indian and white labour, Negro labour was... superior. Negro (African) slavery... had nothing to do with climate. A change in the economic structure produced a corresponding change in the labour supply. Sugar required the large plantation and [a large amount] of cheap labour...

*Eric Williams. Capitalism and Slavery,
The University of North Carolina Press,
1944, 1994, pp. 19 and 23.*

SOURCE II

Population at the end of the eighteenth century

The present state (1791) of the population in the British West Indies appears... to be as follows:

	WHITES	BLACKS
Jamaica	30 000	250 000
Barbados	16 167	62 115
Grenada	1 000	23 926
St. Vincent	1 450	11 853
Dominica	1 236	14 967
Antigua	2 590	37 808
Montserrat	1 300	10 000
St. Christopher	1 900	20 435
Virgin Islands	1 200	9 000
Bahamas	2 000	2 241
Bermuda	5 462	4 919
TOTAL	65 305	455 684

There is likewise in each of the islands a considerable number of persons of mixed blood... of free condition...

*Bryan Edwards, History of the West Indies, 1793,
in F.R. Augier and S.C. Gordon, Sources of West Indian History.
London: Longman Caribbean Limited, 1962, p.22.*

SOURCE III

The following alarming evils arise out of the deficiency of population as compared to the (amount) of granted land and fixed capital. All proprietors or agents in charge of capital in this island are now dependent upon the will of the labourers... This dependence upon the will of the labourers has given to them the exclusive power of fixing the terms of all contracts of service and rates of wages... That the remedy which would be afforded by the introduction of a population from foreign sources is... the only one to be recommended. That permission granted to the colonists of Trinidad to engage labourers in Africa... would remedy every existing evil...

*Adapted from William Burnley,
Observations on the Present Condition of the Island of
Trinidad and the Actual State of the Experiment of Negro Emancipation.
London: Longman, Brown, Green and Longmans, 1842, pp. 46–47.*

SOURCE IV

The tide of immigration has now set in. God prosper it! For it is our only remaining chance, of which everyone is aware, and the Governor is harassed by [persistent] demands for coolies... Beside one hundred Indians, I expect fifty Portuguese from Madeira in a month. The law requires that dwellings should be inspected by Stipendiary magistrates... and also proper drainage... No planter can obtain them unless he employs regularly a medical attendant.

*Barton Premium, “Eight years in British Guiana, July 1846”,
in F.R. Augier and S.C. Gordon, Sources of West Indian History.
London: Longman Caribbean Limited, 1962, pp. 23–24.*

SOURCE V

Of the (Chinese) immigrants introduced by the Wanata in July of the preceding year it is impossible to speak with any satisfaction... They have died and absconded with great numbers... In 1853 about 1 100 were introduced here. They were imported in three ships, the *Australia* brought 400 men who were at first troublesome from misunderstanding on the [matters] of work or wages, which were neither easily avoided nor arranged on account of a total absence of interpreters... *Clarendon*... and the *Lady Flora Hastings*. Those from the last ship proved a source of annoyance to the estates that received them.

*“Chinese in Trinidad” Agent-General for Trinidad, 1853,
in F.R. Augier and S.C. Gordon, Sources of West Indian History.
London: Longman Caribbean Limited, 1962, pp. 24–25.*

1. (a) What explanation does the writer in Source I provide for the introduction of African labour in the Caribbean? **(1 mark)**
- (b) Give ONE other explanation for the introduction of African labour in the Caribbean. **(2 marks)**
- (c) Identify ONE way in which the Africans mentioned in Source I were different from those referred to in Source III. **(1 mark)**

Total 4 marks

GO ON TO THE NEXT PAGE

2. (a) From the information provided in Source II, name THREE groups which made up the population of the British Caribbean at the end of the 1700s. **(3 marks)**
- (b) What factor explains the presence of the last group mentioned in Source II, in Caribbean society? **(2 marks)**
- (c) What do the figures for the Black population provided in Source II suggest about the sugar industry in the British colonies? **(2 marks)**

Total 7 marks

3. (a) Why does the writer in Source III argue strongly for the introduction of other workers into Trinidad in 1841? **(2 marks)**
- (b) With reference to Sources IV and V, name THREE groups of immigrants, other than Africans, who were introduced into the region in the 1800s. **(3 marks)**
- (c) From the information provided in Sources II, IV and V, state ONE conclusion that can be drawn when the population of the British Caribbean in the 1700s is compared to that in the mid 1800s? **(2 marks)**

Total 7 marks

4. (a) Why, as stated in Source IV, was there a clamour for immigrants in the British Caribbean from the 1840s? **(1 mark)**
- (b) State TWO problems encountered by the immigrants to the Caribbean mentioned in Source V. **(2 marks)**
- (c) Explain why the authorities insisted on rules to govern the operations of immigration as stated in Source IV. **(2 marks)**

Total 5 marks

5. In 250 words, examine the factors which led to the introduction of immigrants into the British Caribbean. **(12 marks)**

Paper Total 35 marks

END OF TEST

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CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

23 MAY 2014 (p.m.)

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. You are advised to take some time to read through the paper and plan your answers.

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. Christopher Columbus was looking for the coveted land because there was a heavy demand for the items produced there. He made a proposal which was rejected by several other monarchs before it was accepted by the Spanish King and Queen who felt that they could benefit from his undertaking.

- (a) (i) Name the “coveted land” that Columbus was seeking. **(1 mark)**
(ii) Identify THREE items produced in this land which Europeans desired. **(3 marks)**
- (b) Explain THREE reasons why the European demand for the items produced in the “coveted land” was so great. **(9 marks)**
- (c) Discuss THREE ways in which the King and Queen of Spain thought they could benefit from Columbus’ proposal. **(12 marks)**

Total 25 marks

2. Before the European presence in the Americas, Indigenous Peoples were accustomed to unhindered access to the territories of the Caribbean. They moved freely between the islands establishing settlements and conducting trading and other expeditions. With the arrival of Europeans, life changed dramatically for the Indigenous People, affecting their demography, culture and economy.

- (a) List FOUR factors that contributed to a decline in the population of Indigenous Peoples after the Europeans came. **(4 marks)**
- (b) Describe THREE ways in which Indigenous Peoples were affected by cultural impositions of the Europeans. **(9 marks)**
- (c) Explain THREE reasons for the economic changes that the Indigenous Peoples faced as a result of the European presence. **(12 marks)**

Total 25 marks

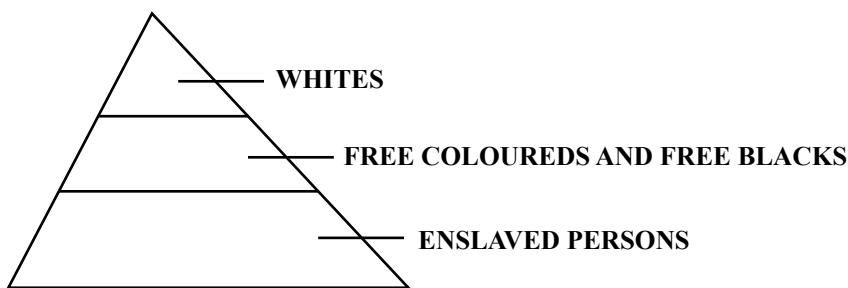
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Theme 2 – Caribbean Economy and Slavery

3. (a) List FOUR Western European nations which were directly involved in the trade of enslaved Africans on the West African coast in the 1600s. **(4 marks)**
- (b) Give THREE reasons for the small number of enslaved Africans in the Caribbean before 1600. **(9 marks)**
- (c) Examine THREE reasons which the French and British colonists gave for their increased importation of Africans **after** 1700. **(12 marks)**

Total 25 marks

4. Study the following diagram which illustrates the ranking of three major groups in society during slavery then answer the questions which follow.



- (a) Identify FOUR factors which determined ranking within this pyramid. **(4 marks)**
- (b) Describe THREE qualities which might determine the status of an enslaved woman or man in the eyes of other enslaved persons. **(9 marks)**
- (c) Examine THREE features of housing on the sugar plantation during slavery showing how they reflected social status. **(12 marks)**

Total 25 marks

Theme 3 – Resistance and Revolts

5. In the 17th and 18th centuries, the French and Spanish introduced slave laws to regulate the lives of enslaved men and women.
- (a) (i) Name TWO Caribbean territories to which the Code Noir applied directly. **(2 marks)**
- (ii) Name TWO Caribbean territories to which the Siete Partidas applied directly. **(2 marks)**
- (b) Explain THREE reasons why “the French and Spanish introduced slave laws to regulate the lives of enslaved men and women”. **(9 marks)**
- (c) Discuss THREE ways in which the British Caribbean planters attempted to control the economic activities of enslaved men and women. **(12 marks)**

Total 25 marks

6. (a) (i) Identify TWO major crops grown in St. Domingue in 1791. **(2 marks)**
- (ii) Name TWO social groups in St. Domingue in 1789. **(2 marks)**
- (b) Describe THREE ways in which the Haitian Revolution affected the Haitian economy. **(9 marks)**
- (c) Explain THREE ways in which the wider Caribbean benefited from the Haitian Revolution. **(12 marks)**

Total 25 marks

SECTION B

Answer ONE question only from this section.

All responses 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. It is the first anniversary of abolition of slavery in Cuba. As a Frenchman who has visited the island, write an article for your local newspaper stating FIVE reasons why slavery was abolished as late as 1886 in Cuba.

Total 25 marks

8. You are a stipendiary magistrate who has been employed since the beginning of apprenticeship. It is now 1837. Write a letter to a close friend in Britain explaining FIVE reasons why you and other magistrates have found it difficult to overcome some of the challenges you have encountered.

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838–1876

9. The year is 1876 and you are the colonial governor of Guyana. Write a report in which you discuss at least FIVE effects of Indian immigrant labour on the sugar industry in Guyana.

Total 25 marks

10. You are a newspaper correspondent covering the West Indian Royal Commission of 1897. Write an article for your newspaper explaining the contribution of the peasantry to the economy of the British Caribbean between 1838 and 1876.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 6 – Caribbean Economy, 1875–1985

11. As the Secretary of the Caribbean Sugar Producers Association, write a presentation to the West Indian Royal Commission of 1897 explaining the major factors which have caused difficulties for the sugar industry within the English-speaking Caribbean between 1875 and 1897. You should explain at least FIVE factors.
- Total 25 marks**
12. It is 1980 and you are a final year university student. You have formed a company and you are investing in the industrial sector in the Caribbean. You have to convince your parents that the investment is sound and that they should lend you some money.

Write a letter to your parents in the United Kingdom explaining how industrialization has improved the economic prospects of the Caribbean.

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 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

13. Examine THREE economic and TWO political consequences of the United States involvement in Cuba between 1898 and 1985.
- Total 25 marks**
14. Examine THREE political and TWO cultural effects of United States involvement in the English-speaking Caribbean between 1939 and 1985.
- Total 25 marks**

GO ON TO THE NEXT PAGE

Theme 8 – Caribbean Political Development up to 1985

15. Discuss FIVE similarities among the British West Indian territories which supported the establishment of a Federation between 1945 and 1958.

Total 25 marks

16. Discuss the role of EITHER **Theophilus Albert Marryshow** or **Sir Grantley Adams** in the formation of the British West Indies Federation of 1958. In your answer, pay particular attention to the career, contribution to national politics, and the impact on the Federal movement.

Total 25 marks

Theme 9 – Caribbean Society, 1900–1985

17. Examine the social conditions which existed in the British Caribbean in the period 1900 to 1935 under the following areas:

(a) Housing

(b) Health

Examine any FIVE conditions, at least TWO from EACH area.

Total 25 marks

18. Hinduism emerged as a major religion in Guyana and Trinidad and Tobago. Examine THREE examples of social interaction and TWO examples of political interaction between Hindus and the wider society in Guyana and Trinidad and Tobago.

Total 25 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 C O U N C I L

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 032 – General Proficiency

2 hours

05 JUNE 2014 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FIVE questions. Answer ALL questions.
2. 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.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.
4. You are advised to take some time to read through the paper and plan your answers.

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Study the FIVE sources below which relate to the establishment of the Peasantry, 1838 to 1900, and then answer ALL the questions that follow.

SOURCE I

The great problem to be solved in drawing up any plan for the emancipation of slaves in our colonies, is to devise some mode of inducing them... to undergo the regular and continuous labour which is indispensable in carrying on the production of sugar... I think it would be for the real happiness of the negroes themselves, if the facility of acquiring land could be so far restrained as to prevent them on the abolition of slavery, from abandoning their habits of regular industry.

Lord Howick, 1832. In Eric Williams, From Columbus to Castro: The History of the Caribbean 1492–1960. London: Andre Deutsch, 1970, pp. 328–329.

SOURCE II

BRITISH GUIANA

... the estate ... has been purchased by sixty-three persons, the greater number of whom are Headmen and mechanics in employment on the neighbouring estates, and has actually been paid for out of the wages received since the 1st August 1838; they have purchased the estate consisting of 500 acres with the laudable view of having an independent home, and they will no doubt add to their number by sale of portions of the land not required for their own use, but I understand the rules they have drawn up for their community are so rigid, that none but the determinedly industrious and sober would be tempted to obtain a settlement.

CO 111/227 Governors Despatches. Governor Henry Light to Lord Russell (Secretary of State for the Colonies), Despatch No. 195 of December 4, 1839.

SOURCE III

TRINIDAD

...The majority spend what they earn in idle amusements, and the more thrifty in purchasing lots of land, with little regard to its powers of production but chiefly on account of its vicinity to towns and places of amusement. Cultivation on their own account they have nearly abandoned, and rely upon imported provisions.

Observations on the Present Condition of the Island of Trinidad and the Actual State of the Experiment of Emancipation. London: Longman, Brown, Green and Longman, 1842, p. 14.

SOURCE IV

JAMAICA

I do hope that, if you can, you will assist me in forming a free village at this place, so that should any of our members, as I know they will, be the victims of treachery, scorn or trickery, they may have a home.

Hinton's Memoir of William Knibb, 1849 in R. Augier and S. Gordon, Sources of West Indian History. London: Longman, 1962, p.161.

SOURCE V

NEVIS

The condition of the people in Nevis is happier (than in St. Kitts)... and the difference is attributable to the fact that the people in Nevis have no difficulty of obtaining land which they cultivate, and upon which they live instead of being crowded into villages or towns.

Report of the West India Royal Commission, London, HMSO, 1897, p. 11.

1. (i) From the information provided in Sources I and V, identify the requirement that was considered central to the development of a peasantry in the Caribbean. **(1 mark)**
(ii) Give TWO reasons for the importance of this requirement to the peasant. **(4 marks)**
2. What did the writer in Source I consider to be the main ‘problem’ associated with Emancipation and what measure did he recommend to deal with it? **(3 marks)**
3. Give FOUR examples of the ways in which freed people of the Caribbean were victims of the “treachery, scorn or trickery” mentioned in Source IV. **(4 marks)**
4. Give ONE explanation for the difference between the view of the writers in Sources I and III from that of the writer in Source II. **(3 marks)**
5. In an essay of at least 250 words, explain FIVE strategies employed by freed Africans in their efforts to establish themselves as independent peasants. **(20 marks)**

Total 35 marks

END OF TEST

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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 answer 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 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.**

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



SECTION A

Answer ONE question only from this section.

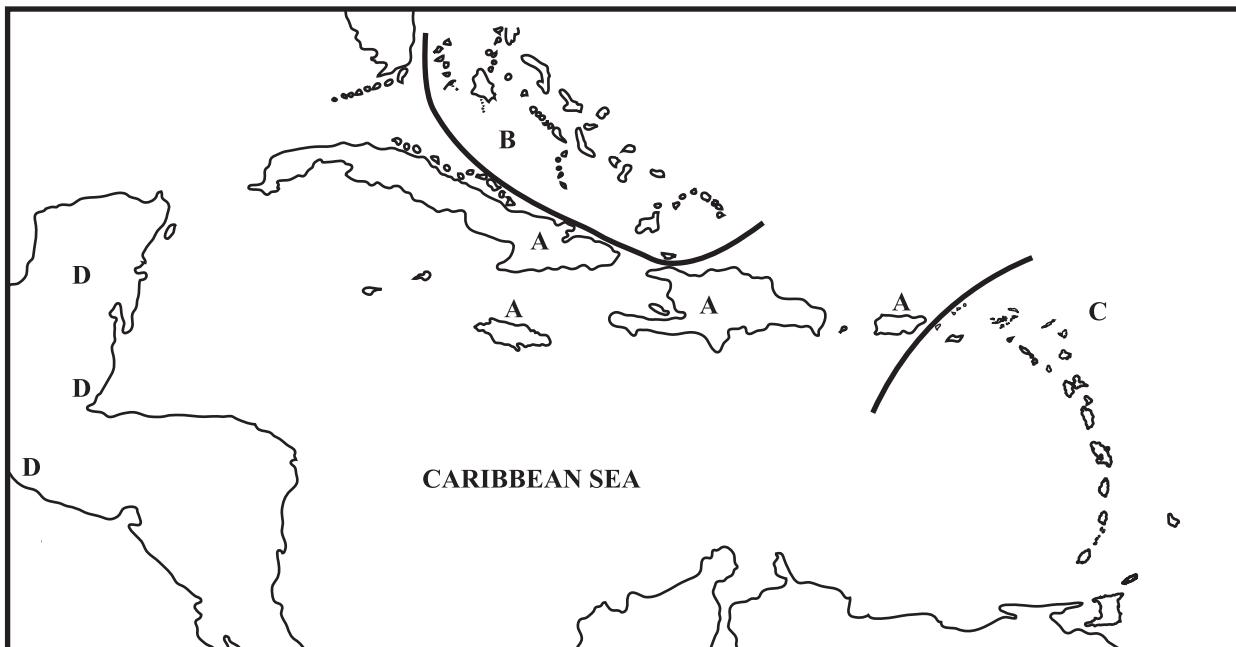
Where questions require an example, explanation or description, your answer must be well developed and supported by historical details.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

Study the information below and answer the questions which follow.

The first inhabitants of the Caribbean islands were migrants. They were expert mariners and constantly travelled through the region. When the Europeans arrived, they found two main groups occupying the islands. On the mainland, more sophisticated civilizations were found.



- (a) With reference to the map above, name the group of Indigenous People who occupied EACH of the areas marked A, B, C, and D when the Europeans arrived. **(4 marks)**
- (b) Describe THREE features of the settlement pattern of any **one** group of Indigenous People in the Caribbean region at the time the Europeans arrived. **(9 marks)**
- (c) Explain THREE factors which influenced the migratory patterns of the Indigenous Peoples who occupied the Caribbean islands. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE



Question 2.

The political and economic systems of the Indigenous Peoples reflected the size and organization of their societies. Each group selected its leaders and sustained its societies in a different way.

- (a) What were the leaders of the Taino and the Kalinago communities called? **(2 marks)**
- (b) Describe ONE way in which the lifestyle of the Kalinagos affected their economic practices. **(2 marks)**
- (c) Explain THREE roles of the leader in Taino communities. **(9 marks)**
- (d) Examine THREE features of the economic system of the Maya. **(12 marks)**

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship which was then riding at anchor and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. [...] indeed such were the horrors of my views and fears at the moment that, if ten thousand worlds had been my own, I would have freely parted with them all to have exchanged my condition with that of the meanest slave in my own country.

*“Interesting Narrative of the Life of Olaudah Equiano and Gustavus Vasa”, 1789.
Cited in S.C. Gordon, Caribbean Generations, A CXC History Source Book.
Longmans Caribbean, 1983, p.55.*

- (a) List FOUR ways in which Africans might become slaves within Africa. **(4 marks)**
- (b) Explain THREE ways in which the transatlantic trade in enslaved Africans had a negative effect on West African societies. **(9 marks)**
- (c) Examine THREE of the conditions on board a slaver which might have made Equiano want to trade places with “the meanest slave in [his] own country”. **(12 marks)**

Total 25 marks



Question 4.

Sugar plantations differed in size. The land on the sugar plantation was used for many important purposes with the best land under sugar cane cultivation.

- (a) Identify FOUR uses of plantation land **other** than for cane fields. **(4 marks)**
- (b) Examine the functions of the land for THREE of the uses identified in (a) above. **(9 marks)**
- (c) Explain THREE reasons why so many women were engaged in work in the cane fields. **(12 marks)**

Total 25 marks

Theme 3 – Resistance and Revolt

Question 5.

- (a) Name TWO Caribbean territories where large Maroon settlements developed. **(2 marks)**
- (b) State what is meant by the term ‘maritime marronage’. **(2 marks)**
- (c) Explain THREE factors which contributed to the development of Maroon societies in the Caribbean. **(9 marks)**
- (d) Discuss THREE measures which the Maroons took to overcome challenges to the development of their societies. **(12 marks)**

Total 25 marks

Question 6.

- (a) Identify TWO of the social groups in St Domingue in 1791. **(2 marks)**
- (b) Name TWO groups which fought against the revolutionaries in St Domingue. **(2 marks)**
- (c) Explain THREE factors which led to the outbreak of the revolt in St Domingue. **(9 marks)**
- (d) Discuss THREE factors which contributed to the success of the revolutionaries by 1804. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE



**Write the answer to the question you have chosen to answer in Section A here.
Remember to write the question number in the box provided below.**

Question No.

SECTION A

Question No.

1

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Question No. **continued**

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0121002008

Question No. **continued**

1

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0121002009

Question No. | **continued**

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0121002010

SECTION B

Answer ONE question only from this section.

All responses 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

Question 7.

Imagine that you are a journalist who has been following the anti-slavery movement in Britain. Write an article for your newspaper explaining how the 19th century revolts contributed to the abolition of slavery in the British Caribbean.

Total 25 marks

Question 8.

As an MP in the British Parliament, you voted for the Emancipation Act because you thought its terms were favourable to all parties. With reference to its terms, discuss the reasons why the Act will benefit plantation owners as well as enslaved men and women.

Discuss at least TWO benefits for the owners and at least THREE benefits for the enslaved.

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838–1876

Question 9.

You are a journalist in the English speaking Caribbean in the 1850s. You are assigned to the newspaper, *The Economic Update*. Write an article for the paper highlighting the factors affecting the sugar industry in British Guiana OR Jamaica between 1838 and 1854.

Your article should focus on labour, capital, technology and free trade.

Total 25 marks

Question 10.

You are the Governor of Barbados after 1845. Write a letter to the Colonial Office describing the attitudes to labour by land owners/employers and free persons in Barbados in the immediate post-emancipation period.

Total 25 marks

GO ON TO THE NEXT PAGE



Theme 6 – Caribbean Economy, 1875–1985

Question 11.

Imagine you are an estate manager in the Windward Islands in the late 1800s. Explain FIVE factors which, in your view, led to a gradual decline in the sugar industry during the period 1875–1900.

Your answer should focus on the areas of environment, technological backwardness and competition from beet sugar producers.

Total 25 marks

Question 12.

Imagine you are living in Trinidad and Tobago in the 1960s and 1970s and have experienced changes in the oil industry. Examine the impact of the development of the industry on (a) occupations (b) women (c) the standard of living.

Total 25 marks



**Write the answer to the question you have chosen to answer in Section B here.
Remember to write the question number in the box provided below.**

SECTION B

Question No.

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Question No. | **continued**



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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 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.

Discuss THREE measures adopted by Fidel Castro to consolidate the Cuban Revolution and TWO ways in which he opposed the United States.

Total 25 marks

Question 14.

Discuss THREE ways in which the United States used its political influence and TWO ways in which it used its economic influence, to prevent the spread of Communism in the Caribbean between 1962 and 1985.

Total 25 marks

Theme 8 – Caribbean Political Development up to 1985

Question 15.

Examine THREE economic factors and TWO political factors which contributed to the failure of the attempt to unify the Windward Islands in the 1870s.

Total 25 marks

Question 16.

Choose ONE of the following Caribbean personalities and examine his contribution to **national politics** and the **regional integration movement** between 1945 and 1962.

- Vere Bird
- Norman Manley
- Eric Williams

Examine at least TWO contributions for EACH area.

Total 25 marks

GO ON TO THE NEXT PAGE



Theme 9 – Caribbean Society, 1900–1985

Question 17.

Examine FIVE initiatives undertaken by governments OR by the trade union movement to improve social conditions in the British Caribbean territories after 1945.

Total 25 marks

Question 18.

Examine THREE reasons why, up to the 1960s, some sections of Caribbean society were reluctant to participate in the festivals and celebrations of the region and discuss TWO factors which were responsible for a change in this attitude.

Total 25 marks



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

SECTION C

Question No.



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Question No.



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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 C O U N C I L**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION****CARIBBEAN HISTORY****Paper 032 – General Proficiency*****2 hours*****READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This paper consists of FIVE questions. Answer ALL questions.
2. 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.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.
4. You are advised to read through the paper and plan your answers.
5. 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.**
6. **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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Study the FIVE sources below which relate to the establishment of the peasantry, 1838 to 1900, and then answer ALL the questions that follow.

SOURCE I

GUYANA

Governor Henry Light to Lord Russell (Secretary of State for the Colonies): Despatch No.185 of November 18, 1839

It may not be misplaced to mention here, the enterprise of the lately emancipated class — six of whom have bought an abandoned estate named Northbrook on the East Coast of Demerara for which they paid thirty thousand guilders they are about to replant it with sugar.

It ... speaks volumes against the determined idleness of the Negro... it is also proof that a preference is shown to the cultivated parts of the Colony, rather than retreat to distant parts where the same money would have procured them twice the number of acres from the Crown.

SOURCE II

GUYANA

The system of Freeholds appears one of the crying evils of the day, and is indeed little better than a licensed system of squatting. Where whole districts present but a scene of abandoned estates, it is very easy to purchase land [cheaply], and thus members combining, deserted plantations are bought up and villages quickly formed in their sites. There are great numbers too, who strictly speaking, squat up the rivers and creeks, that is, settle themselves on crown land without any title whatever.

The forest teeming with game and the rivers with fish, afford them plentiful subsistence, and the ground with little tillage yields them an abundant supply of provisions. They carry on a small trade in firewood, charcoal, etc. But by day the greatest part of their lives is spent in absolute idleness.

Report on British Guiana in the “Report of the British Government’s Select Committee on Sugar 1848”
in S.C. Gordon, Caribbean Generations, A CXC History Source Book,
Longman Caribbean, 1983, p .154.

SOURCE III

ANTIGUA

A female proprietor ... was advised to sell off part of her property in small lots... The labourers in the neighbourhood bought up all the little freeholds with extreme eagerness, made their payments faithfully, and lost no time in settling on the spots which they had purchased. They soon framed their houses and brought their gardens into useful cultivation with yams, bananas, plantains, pineapples, and other fruits and vegetables including plots of sugar cane. In this way Augusta and Liberta sprang up as if by magic. It was a sense of contentment and happiness: and I may certainly add of industry, for those little freeholds occupied only the leisure hours in working their own grounds...

Gurney: “A Winter in the West Indies” in S.C. Gordon, Caribbean Generations, A CXC History Source Book, Longman Caribbean, 1983, pp. 149–150.

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SOURCE IV**JAMAICA**

I quote here some of the minor articles grown or collected now exclusively by small settlers, and institute a comparison between the exportation in 1859 and exportation before emancipation had taken effect.

	1834	1859
Logwood	8,432	14,006
Fustic (tons)	2,120	2,329
Mahogany (feet)	1,936	35,000
Succades (cwt)	none	279
Cocoanuts (number)	none	712, 913
Ebony (tons)	none	25
Beeswax (cwt)	none	770
Honey (gallons)	none	6 954
Pimento (lb)	3,590,000 (1841)	7,465,000

Adapted from: Sewell, "The Ordeal of Free Labour, 1861" in S.C. Gordon, Caribbean Generations, A CXC History Source Book, Longman Caribbean, 1983, p.151.

SOURCE V**GRENADE**

Even now Grenada abounds more in fruit, especially the most prized — the orange and its varieties, and the pineapple, they say of the British Antilles. From the convenient position of that island about midway between St. Vincent and Tobago and between Barbados and Trinidad with excellent ports. This island is ...well adapted for trade, and possesses more than ordinary facilities for exporting its excess of produce, especially fruits of which and of vegetables, even now large quantities are sent weekly to Trinidad and Barbados.

Davy, "The West Indies Before and Since Emancipation" in S.C. Gordon, Caribbean Generations, A CXC History Source Book, Longman Caribbean, 1983, p.151.



1. With reference to Sources I–V, list THREE economic activities used by Caribbean peasants to sustain themselves after Emancipation.

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(3 marks)

2. (a) Name the group whose views are MOST likely represented in Source II?

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(1 mark)

- (b) Outline TWO factors which might explain the difference in the views expressed about peasant development in Guyana in Sources I and II.

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(2 marks)

3. (a) With reference to Sources I–V, outline THREE characteristics that were common to peasant development in the Caribbean.

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(3 marks)

- (b) “But by day the greatest part of their lives is spent in absolute idleness.” Give TWO pieces of evidence from Sources I, III, IV and V that contradict this statement made in Source II?

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(4 marks)

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4. Using the information provided in Source IV, state TWO ways in which peasant cultivation contributed to the Jamaican economy.

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(2 marks)

- 5.** Discuss FIVE obstacles faced by freed Africans in their quest to establish themselves as independent peasants.



(20 marks)

Total 35 marks

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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 answer 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.**

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

Question 1.

- (a) When the Europeans arrived in the Caribbean, they encountered Tainos and Kalinagos living on the different islands.
- (i) Name TWO islands that were occupied by the Kalinagos. **(2 marks)**
- (ii) Name TWO islands that were occupied by the Tainos. **(2 marks)**
- (b) Outline THREE reasons for the migrations of Taino and Kalinago peoples within the Caribbean. **(9 marks)**
- (c) Examine THREE features of the settlement patterns of Taino and Kalinago peoples when the Europeans came. **(12 marks)**

Total 25 marks

Question 2.

- (a) (i) What was the Kalinago chief called? **(1 mark)**
- (ii) State THREE qualities a Kalinago chief was expected to possess. **(3 marks)**
- (b) Describe THREE features of the raids which the Kalinagos made against the Taino villages. **(9 marks)**
- (c) Examine THREE features of the government of a Kalinago society. **(12 marks)**

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) (i) Name TWO English ports that were involved in the transatlantic trade. **(2 marks)**
- (ii) Name TWO West African places from which captives were obtained. **(s marks)**
- (b) Outline THREE ways in which captives were obtained in Africa for the transatlantic trade in captive Africans. **(9 marks)**
- (c) Explain THREE features of the process involved in bringing captives from the point of capture to the plantations in the Caribbean. **(12 marks)**

Total 25 marks

GO ON TO THE NEXT PAGE

Question 4.

- (a) State FOUR uses of land on a typical sugar estate. **(4 marks)**
- (b) Describe the functions of THREE types of buildings that could be found on a typical sugar estate. **(9 marks)**
- (c) Explain how labour was organized on a typical sugar estate. **(12 marks)**

Total 25 marks

Theme 3 – Resistance and Revolt

Question 5.

- (a) List FOUR geographical features which facilitated the development of maroon communities in the Caribbean. **(4 marks)**
- (b) Describe THREE features of the origins and growth of maroon communities in Jamaica. **(9 marks)**
- (c) Examine THREE strategies used by maroon communities to overcome the obstacles to their development. **(12 marks)**

Total 25 marks

Question 6.

- (a) (i) Name the leader of the Jamaican rebellion of 1831. **(1 mark)**
- (ii) Name THREE religious leaders who were blamed for the rebellion of 1831. **(3 marks)**
- (b) State THREE causes of the 1831 rebellion in Jamaica. **(9 marks)**
- (c) Explain THREE consequences of the 1831 rebellion in Jamaica. **(12 marks)**

Total 25 marks

Write the question number of the question you are answering in the box provided at the top left of pages 6–7.

Question No.

(a)

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(b)

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Question No.

(c)

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SECTION B

Answer ONE question only from this section.

All responses 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

Question 7.

As a former enslaved person and a deacon in a Baptist Church, you have agreed to give a speech about the views of the opposing sides of the movement for the abolition of slavery. In your speech, explain TWO reasons why enslaved Africans actively supported the movement to end plantation slavery and THREE reasons why Caribbean sugar planters did not support abolition.

Total 25 marks

Question 8.

You are a humanitarian speaking in a session on the abolition of African enslavement. Write the speech you will deliver, explaining TWO reasons why France abolished the enslavement of Africans in 1848 and THREE reasons why Spain did not abolish African enslavement in Cuba until 1886.

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838–1876

Question 9.

The year is 1876. You are a planter who has inherited a plantation which engaged in the large-scale importation of Indian labour after 1838. Write an article for your local newspaper explaining TWO ways in which Indian immigrant labour affected the fortunes of the Caribbean sugar industry between 1838 and 1876, and THREE contributions of the Indian immigrant to Caribbean culture.

Total 25 marks

Question 10.

You are a former governor who has returned to England and are discussing recent changes in the British Caribbean with a long-time friend. In your conversation, explain TWO reasons why crown colony government replaced representative government in some British Caribbean territories in the second half of the 1800s, and THREE measures taken under crown colony government to improve education OR public health during this period.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 6 – Caribbean Economy 1875–1985

Question 11.

As a merchant doing business in the Caribbean, you have observed that while the Cuban sugar industry developed rapidly by the late 1800s, sugar production declined in some British Caribbean territories. Write a letter to the owner of your merchant house examining TWO factors which caused the British Caribbean sugar industry to decline in the late 1800s, and THREE reasons why the Cuban sugar industry prospered during this period.

Total 25 marks

Question 12.

You are a woman who is an active trade unionist in the 1980s. Write a report on the bauxite industry in which you examine TWO factors responsible for the development of this industry in Guyana and Jamaica, and THREE effects of the industry on women in these societies.

Total 25 marks

Write the question number of the question you are answering in the box provided at the top left of pages 10–13.

Question No.

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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 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.

Write an essay in which you examine ANY THREE reasons for the interest of the United States in acquiring Cuba up to the 1870s, and examine TWO strategies used by the United States to gain control of Cuba during the same period.

Total 25 marks

Question 14.

Write an essay examining ANY THREE factors which led the United States to exert greater influence in the British Caribbean between 1939 and 1985 and discussing TWO ways in which the United States involvement affected the British Caribbean during the same period.

Total 25 marks

Theme 8 – Caribbean Political Development up to 1985

Question 15.

During the early 1900s, there were attempts at establishing federations in the Leeward and Windward Islands.

Write an essay explaining THREE arguments used to justify these attempts and examining TWO reasons why these attempts met with resistance.

Total 25 marks

Question 16.

Constitutional arrangements varied among the countries of the Caribbean, with territories seeking alternatives to independence. The French government adopted the policy of Assimilation for their Caribbean colonies.

Write an essay discussing THREE reasons why the French government adopted the policy of Assimilation in 1871 and examining TWO arguments used to support the decision of French Guiana, Martinique and Guadeloupe to remain departments of France.

Total 25 marks

GO ON TO THE NEXT PAGE

Theme 9 – Caribbean Society, 1900–1985

Question 17.

Discrimination with respect to race and gender was a noticeable feature of life in the British Caribbean during the 1900s.

Write an essay examining THREE ways in which racial discrimination was practised in the British Caribbean between 1900 and 1962 and discussing TWO ways in which the activities of women's organizations improved the quality of women's lives during the same period.

Total 25 marks

Question 18.

Write an essay explaining THREE reasons why cricket became popular in the British Caribbean in the 1900s and examining TWO ways in which cricket contributed to Caribbean identity and social life during the period 1900–1985.

Total 25 marks

Write the question number of the question you are answering in the box provided at the top left of pages 16–20.

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**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
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CARIBBEAN HISTORY

Paper 032 – General Proficiency

2 hours

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FIVE questions. Answer ALL questions.
2. 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.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatical language.
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6. **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.**

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

Study the FIVE sources below which relate to the United States' influence in the Caribbean, and then answer ALL the questions that follow.

SOURCE I

I should myself like to shape our foreign policy with a purpose ultimately of driving off this continent every European power. I should begin with Spain, and in the end would take all other European nations, including England.

*Theodore Roosevelt, soon to be President of the United States, explaining his foreign policy,
Letter to a Friend, February 9 1898, in Eric Williams,
From Columbus to Castro: The History of the Caribbean, 1492–1969.
London: André Deutsch Ltd, 1970, p. 418.*

SOURCE II

...That the Government of Cuba consents that the United States may exercise the right to intervene for the preservation of Cuban independence, the maintenance of government adequate for the protection of life, property, and individual liberty and for discharging the obligation with respect to Cuba imposed by the Treaty of Paris (December 10, 1898) on the United States now to be assumed by the Government of Cuba.

*Proviso to Military Appropriation Bill (Platt Amendment) on March 2, 1901 signed 22 May 1900,
in Eric Williams, From Columbus to Castro: The History of the Caribbean, 1492–1969.
London: André Deutsch Ltd, 1970, p. 420*

SOURCE III

The Americans [conned] their way into possession of Cuba, but they don't really deserve all the blame. It was the Cubans who obeyed them who were really the guilty people ... it would take to kingdom come to uncover the whole mess. But it should be done, because today they've got a finger in every pie all over the world. After the war the Cuban colonels gave McKinley an open invitation to do what he likes with this island.

*Ex-slave and independence fighter Esteban Montejo. Response to Platt Amendment (undated)
Shirley Gordon, Caribbean Generations, Kingston, Jamaica:
Longman Caribbean Limited, 1983, p. 264.*

SOURCE IV

We are never to give up [this island], for now that we have completed the Panama Canal, the retention of the island becomes very important to the safety of the Canal, and in that way to the safety of the nation itself. It helps to make the Gulf of Mexico, an American lake.

*Comment from an American Congressman, 1917, Shirley Gordon, Caribbean Generations,
Kingston, Jamaica: Longman Caribbean Limited, 1983, p. 265.*

GO ON TO THE NEXT PAGE

SOURCE V

There are undeniable signs that Cubans found intolerable the denial of Democratic liberties and the subversion of the 26 July Movement by an alien dominated regime (foreign power)... Where people are denied the right of choice, recourse to... struggle is the only means of achieving their liberties... In the event of any military intervention by outside force we will immediately honour our obligations... to protect this hemisphere against external aggression.

President Kennedy to Premier Kruschev, April 1961. Shirley Gordon, Caribbean Generations, Kingston, Jamaica: Longman Caribbean Limited, 1983, p. 276.

1. (a) Name the island referred to in Source IV.

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(2 marks)

- (b) Identify the country to which the message in Source V is directed?

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(2 marks)

2. Identify and outline the US policy which is reflected in the statements made in Source I.

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(3 marks)

GO ON TO THE NEXT PAGE

3. With reference to Source III, state TWO reasons why some people in Cuba opposed the Platt Amendment.

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(4 marks)

4. State TWO conclusions which can be made about US policy in the Caribbean, from the evidence provided in Sources I, II, III and V.

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(4 marks)

- 5.** In 250 words, explain FIVE reasons for US involvement in Cuba between 1898 and 1961.

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