



CARIBBEAN EXAMINATIONS COUNCIL

**Caribbean Advanced Proficiency Examination
CAPE[®]**

HISTORY SYLLABUS

Effective for examinations from May/June 2005

Including amendments up to 2009

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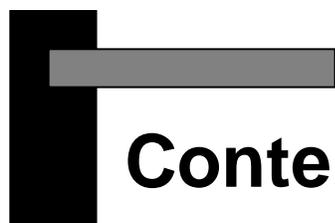
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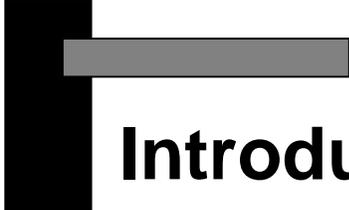


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Please note that the syllabus has been revised and amendments are indicated by
italics.**

Revised 2004



Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CAPE Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for CAPE Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



History Syllabus

◆ RATIONALE

Through the advanced study of history, students should acquire the skills and knowledge that will extend the scope of their general education and provide a foundation for the professional study of history. The course of study prescribed in this syllabus seeks to enhance the interests, capabilities, skills and attitudes of students to enable them to develop as autonomous human beings capable of acting as rational and ethical individuals, and as responsible members of their community *and, as such, will contribute to the development of the Ideal Caribbean Person, as outlined in The Caribbean Education Strategy (2000).*

The discipline of history consists of three aspects – its content, its organising principles, and its methods of enquiry. The syllabus seeks to promote these aspects of the historian’s craft and has been organised accordingly. Its content emphasises the historical experience of the peoples of the Caribbean in the context of the Atlantic region.

The concept of an Atlantic region is central to the syllabus. It emphasises the geo-political as well as socio-economic relations among the societies on all the shores of the Atlantic, of Africa with Europe, of Africa with the Americas and the Americas with Europe; but the syllabus does not ignore the interaction between the Atlantic World and other geographical regions such as Asia. The syllabus also takes into account the roles played by indigenous peoples, Africans, Europeans and Asians and other nineteenth century immigrants of both genders, in the creation of Caribbean societies. It recognises that a degree of instability characterised the Atlantic World because of the unequal power relations that developed with colonialism.

The selection, structure and content of themes and modules have been informed by a desire to promote an understanding of the historical as well as the contemporary relationships among the nations and societies on the Atlantic shores. The syllabus has been organised to enhance the in-depth study of themes that will enable students to acquire and practise the skills of the historian.

The aims and objectives of this syllabus are identified with reference to the diverse methods of historical enquiry. The historian raises questions, identifies problems, gathers evidence, collates and interprets information, makes informed judgements and reports conclusions. The objectives of the Units and Modules are designed to enable students to develop the skills of the historian, and to prepare them for participation in the life of their community. *Students will develop independent and critical thinkers in the context of historical enquiry and in keeping with the UNESCO Pillars of Learning.*

◆ AIMS

The syllabus aims to:

1. develop an understanding of the Caribbean world by locating it within the larger history of the Atlantic region;
2. develop knowledge and understanding of the historical linkages between the peoples of the Caribbean and peoples in other areas of the world;
3. assist students to view themselves as citizens of states and as persons sharing a common Caribbean culture;
4. stimulate an interest in the past and an appreciation of the processes of change and continuity, similarities and differences;
5. enable the recognition of social, political and economic contradictions, paradoxes, and ambiguities;
6. enable an understanding of contemporary beliefs and value systems;
7. encourage the development of a sense of moral responsibility and commitment to social justice, gender equity and respect for people of different ethnicities;
8. produce students who will be able to understand a world characterised by rapid scientific and technological changes;
9. prepare students for tertiary education in the study of history and other disciplines.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under two headings:

- (i) Knowledge and Comprehension;
- (ii) *Enquiry and Communication.*

Knowledge and Comprehension

The ability to:

- *understand the themes, topics, periods, individuals, ideas, events and processes covered by the syllabus;*
- identify and assess different approaches to, interpretations of, and opinions about the past;
- understand a range of historical concepts and theories as they apply to historical knowledge;
- *differentiate between historical facts, opinions and biases, and between different historical perspectives;*
- understand historical phenomena in terms of change and continuity.

Enquiry and Communication

The ability to:

- analyse and evaluate various historical sources;
- *identify and use various methods of historical investigation, engaging both primary and secondary sources;*
- apply historical methods to historical questions, problems and issues;
- communicate the conclusions of historical enquiries in appropriate formats, clearly and logically.

◆ PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of Caribbean Secondary Education Certificate (CSEC) Caribbean History Syllabus or the equivalent, should be able to pursue the course of study defined by this syllabus.

◆ STRUCTURE OF THE SYLLABUS

The syllabus is arranged into two Units, each made up of three Modules. While each Unit is independent of the other, together they form a holistic vision of the Caribbean and the Atlantic region as a theatre in which some foundations of the modern world were established.

Unit 1, The Caribbean in the Atlantic World, contains three Modules, each requiring at least 50 hours. Total time is expected to be 150 hours.

Module 1	-	Indigenous Societies
Module 2	-	<i>Slave Systems: Character and Dismantlement</i>
Module 3	-	Freedom in Action

Unit 2, Atlantic World and Global Transformations, contains three Modules, each requiring at least 50 hours. Total time is expected to be 150 hours.

Module 1	-	Atlantic World: Interactions
Module 2	-	Atlantic Development: Identity and Industry
Module 3	-	International Relations: Conflict and Liberation

◆ APPROACHES TO THE SYLLABUS

While the Modules are presented within the syllabus in a linear manner, it must be emphasised that any Module may be studied first, or two Modules may be studied simultaneously. Moreover, aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' needs and interests. For example, Haiti, which appears in Unit 1, Modules 2 and 3, can be taught concurrently.

Teachers are reminded that Modules are not tied to traditional school terms. It is recommended that a Module should require approximately 10 weeks, at 5 hours per week.

◆ UNIT 1: THE CARIBBEAN IN THE ATLANTIC WORLD

MODULE 1: INDIGENOUS SOCIETIES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the various achievements of the indigenous American societies in science, technology, art, culture, politics, economy, and ecology before the arrival of Africans and Europeans;
2. understand the nature of the interactions among indigenous peoples, Africans and Europeans.

SPECIFIC OBJECTIVES

Students should be able to:

1. analyse the social, political and economic activities of indigenous American cultures using the available evidence, including archaeological findings;
2. evaluate the arguments found in secondary sources on contacts between indigenous peoples of the Caribbean and other peoples before 1492 in the light of archaeological evidence;
3. analyse the nature of West African contact with Europe up to 1492;
4. assess the consequences of Spanish settlement in the Caribbean up to 1600;
5. explain the factors responsible for the conquests of the Aztecs and Incas by Spain in the sixteenth century.

CONTENT

Theme 1: Social, Economic and Political Activities

Comparative analysis of TWO indigenous groups, ONE from each of the following categories:

Category 1 - Aztec, Inca, Maya

Category 2 - Kalinago, Taino, Tupi

Note: Comparative analysis should be made of social, economic and political activities.

UNIT 1

MODULE 1: INDIGENOUS SOCIETIES (cont'd)

Theme 2: Atlantic Connections

- (a) *Contacts before 1492; evidence of West African and Nordic movements to the Americas; European and West African contacts.*
- (b) *Spanish settlements in the Caribbean up to 1600 and mainland conquest in Mexico and Peru up to 1550: emphasis should be placed on economic activities, mortality, encomienda, slavery, resistance and warfare.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. *Encourage students to visit Museums and Archives to examine the material culture of indigenous peoples.*
2. *Organise class debate on contacts before 1492.*
3. *'Trial' of a European conquistador for crimes of genocide in the New World.*
4. *Visits to Kalinago villages, Maya and other archaeological sites – to appreciate their cultural achievements.*
5. *View documentaries on indigenous peoples.*
6. *Do map work to illustrate the impact of Spanish intervention in the Americas up to the sixteenth century.*
7. *Conduct interviews with the descendants of indigenous peoples.*
8. *Compile a glossary of concepts used within the Module.*

RESOURCES

- Andrews, K. *The Spanish Caribbean: Trade and Plunder 1530 – 1630*, New Haven: Yale University Press, 1978.
- Rouse, I. *The Tainos*, New Haven: Yale University Press, 1992.

UNIT 1

MODULE 1: INDIGENOUS SOCIETIES (cont'd)

- Steward, J. H. *Handbook of the South American Indians, Washington D.C.: The Smithsonian Institute, 1946-1959, (6 vols).*
- Shepherd, V. and Beckles, H. (eds.) *Caribbean Slavery in the Atlantic World, Kingston: Ian Randle Press, 2000.*
- Van Sertima, I. *They Came Before Columbus, London: Random House, 1977.*

Video Productions

- i. *Columbus and the Age of Discovery - An Idea Takes Shape.*
- ii. *Columbus' World:* This videotape looks at China, the Spice Islands, Cairo, Venice and Genoa and Istanbul and examines the world of the fifteenth century.
- iii. *Vikings Saga (1995):* This videotape explores the saga of the Norsemen like Eric the Red who explored Greenland and as far as eastern Canada.
- iv. *In Search of Columbus:* This videotape follows the path of Columbus' fourth and final voyage and explores how different nations and cultures perceived Columbus.
- v. *The Columbian Exchange:* This tape examines the interchange of horses, cattle, corn, potatoes and sugar cane between the Old World and the New, and the lasting impact of this interchange on the peoples of both worlds.
- vi. *The Incas Remembered:* This videotape looks at the Inca building techniques, agriculture and architecture - The Jarvis Collection.

These videotapes can be obtained from Films for the Humanities and Sciences, Inc., Box 20533, Princeton New Jersey, 28543-2053, USA. WGBH Educational Foundation, Boston. Also search Amazon.com (videos)

UNIT 1

MODULE 2: SLAVE SYSTEMS: CHARACTER AND DISMANTLEMENT

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the character of Caribbean society during the period of enslavement;
2. appreciate the significance of the struggles against enslavement;
3. understand the process of abolition.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the issues relating to the institution of slavery:
 - (i) its philosophical and institutional foundations;
 - (ii) the character of chattel slavery;
2. evaluate the impact of the institution of slavery on race, gender, demography and ethnic relations;
3. assess the measures used by enslaved peoples to survive, and to contribute to the overthrow of slave systems;
4. explain the process by which Haiti achieved political independence;
5. evaluate the reasons for the physical and legislative dismantlement of slave systems in the Caribbean, including the abolition of the Trans-Atlantic trade in African captives and the “Decline Thesis” of Eric Williams.

CONTENT

Theme 1: Experiences and Strategies of Survival of Enslaved Peoples

- (a) Demography, family, gender, reproduction, mortality.
- (b) Economic cultures: huckstering, food production and marketing, susu, partner, boxhand.

UNIT 1

MODULE 2: SLAVE SYSTEMS: CHARACTER AND DISMANTLEMENT (cont'd)

- (c) Characteristics of slave systems and other systems of unfree labour in the Caribbean.
 - (i) Chattel slavery.
 - (ii) European indentureship.

Theme 2: Disintegration of Slave Systems

- (a) Factors responsible for the disintegration of slave systems
 - (i) Rebellions: - Analysis of ONE of the following anti-slavery rebellions: Barbice 1763; Barbados 1816; Virginia 1831; Jamaica 1831- 1832. - Causes, organisation, suppression, consequences and role of gender.
 - (ii) The Haitian Revolution, 1791 - 1804: factors contributing to its success.
 - (iii) Other strategies of resistance (for example, marronage and non-violent resistance).
 - (iv) Debate on Decline Thesis.
 - (v) Abolitionist movements in Europe: Ideology and Strategies.
- (b) Final dismantlement of the slave systems, 1807 - 1886
 - (i) The abolition of the Trans-Atlantic Trade in Africans.
 - (ii) The passing of Emancipation Acts (British or French or Spanish).

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Use archival documents on rebellions of enslaved peoples to expose students to primary sources and to illustrate their usefulness in understanding the rebellions.

UNIT 1

MODULE 2: SLAVE SYSTEMS: CHARACTER AND DISMANTLEMENT (cont'd)

2. Organise a parliamentary debate on the Bill to abolish the institution of slavery in the British-colonised Caribbean, including all vested interests.
3. Conduct government press conferences in France and Haiti in the aftermath of the 1804 declaration of independence.
4. View documentaries on rebellions of enslaved peoples.
5. Discuss sources generated by enslaved peoples which illustrate their struggle against enslavement (for example, Montejo's narrative).
6. Use the early "Slave Codes" to understand chattel slavery.
7. Discuss selected writings of travel writers, contemporary historians and the enslaved (for example, 'slave narratives') on the economic activities of the enslaved.
8. Compile a glossary of concepts used within the Module.

RESOURCES

- Fick, C. *The Making of Haiti. The Saint Domingue Revolution From Below*, Knoxville: University of Tennessee Press, 1993.
- James, C. L. R. *The Black Jacobins, Toussaint L'Ouverture and the San Domingo Revolution*, New York: Random House, 1963.
- Shepherd, V. and Beckles, H. (eds.) *Caribbean Slavery in the Atlantic World*, Kingston: Ian Randle Publishers, 2000.
- Thompson, A (ed.) *In the Shadow of the Plantation: Caribbean History and Legacy*, Kingston: Ian Randle Publishers, 2002.
- Williams, E. *Capitalism and Slavery*, Chapel Hill: University of North Carolina Press, 1944. Reprinted 1995 (with an introduction by Colin Palmer).

Video Production

"Britain's Slave Trade" (Contact Channel 4, UK) *The 4 part documentary.*



UNIT 1

MODULE 3: FREEDOM IN ACTION

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the evolution of new institutions and relationships in the post-slavery period;
2. appreciate the social and demographic changes in post-slavery societies;
3. understand the process of nation building in the Caribbean.

SPECIFIC OBJECTIVES

Student should be able to:

1. explain how the former enslaved and new immigrants established new identities and social relations in the nineteenth century;
2. analyse the attempts by Haiti's revolutionary leaders to create a free society between 1804 and 1825;
3. evaluate the strategies employed by the people of the British-colonised Caribbean to establish independence movements and regional integration organisations;
4. evaluate the impact of the Cuban Revolution on Cuba and Cuba's international relations between 1959 and 1983;
5. explain why the French-colonised Caribbean territories have not yet achieved independence.

CONTENT

Theme 1: Transformations in Caribbean Societies to 1900

(a) Popular protests and enfranchisement

(i) Labour Protest: Analyse the causes and consequences of ONE of the following: 1862 Labour protest in St. Vincent; 1865 Morant Bay Rebellion in Jamaica; 1876 Confederation Riots in Barbados.

(ii) Peasantry: Economic activities and contributions of the freed people to the development of society.

(b) Chinese, Indians and Portuguese: Settlement and Citizenship.

UNIT 1

MODULE 3: FREEDOM IN ACTION (cont'd)

- (i) Social and Economic experiences (for example, indentureship and post-indentureship activities).
- (ii) Resistance.

Theme 2: Nationalism and Nation Building

- (a) Haiti 1804 – 1825
 - (i) Social and economic reconstruction.
 - (ii) International relations.
- (b) Cuban Revolution: regional and international impact 1959 - 1983
 - (i) Fidel Castro's rise to power.
 - (ii) Cuba's Socialist transformation up to 1970.
 - (iii) Regional and international impact up to United States invasion of Grenada in 1983.
- (c) Independence, assimilation and integration movements in the British and French colonised Caribbean
 - (i) Nationalism since the 1930s.
 - (ii) Integration movements: Federation, CARIFTA, CARICOM.
 - (iii) French Departments.

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Organise brief student presentations (5-7 minutes) on working and living conditions in the nineteenth century.
2. Use statistics on Haiti in 1820 to demonstrate the state of the Haitian economy at that time.

UNIT 1

MODULE 3: FREEDOM IN ACTION (cont'd)

3. View video on "The Cuban Missile Crisis".
4. Organise class debate on the advantages and disadvantages of assimilation and independence in the second half of the 20th century.
5. Invite guest speakers who are specialists in the areas covered in this Module.
7. Conduct interviews with participants in nationalist, integrationist and independence movements.
9. Compile a glossary of concepts used within the Module.

RESOURCES

- Beckles, H. and Shepherd, V. (eds.) *Caribbean Freedom*, Kingston: Ian Randle Publishers, 1994.
- Heuman, G. *The Killing Time: The Morant Bay Rebellion in Jamaica*, London: MacMillan, 1995.
- Laurence, K. O. *A Question of Labour: Indentured Immigration into Trinidad and British Guiana 1875 - 1917*, New York: St. Martin's Press, 1994.
- Rodney, W. *A History of the Guyanese Working People, 1881-1903*, Baltimore: The Johns Hopkins University Press, 1981.
- Thompson, A. (ed.) *In the Shadow of the Plantation*, Kingston: Ian Randle Publishers, 2002.

◆ UNIT 2: THE ATLANTIC WORLD AND GLOBAL TRANSFORMATIONS

MODULE 1: ATLANTIC WORLD: INTERACTIONS

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the establishment of European activities in Africa and the Americas after 1450;*
2. *appreciate how Atlantic ideologies, revolutions and independence movements shaped the Atlantic world.*

SPECIFIC OBJECTIVES

Students should be able to:

1. *explain the factors that encouraged European settlement and rivalry in the Americas;*
2. *assess the impact of the Atlantic trade on West African societies and economies between 1450 and 1800;*
3. *evaluate the relationship between the ideas of the European Enlightenment, the American War of Independence and the French Revolution;*
4. *evaluate the causes of the American War of Independence and the French Revolution and their consequences for the Atlantic up to 1800.*

CONTENT

Theme 1: Atlantic Settlements to 1800

- (a) *European settlement and rivalry in the Americas.*
- (b) *Changing West African responses to European contact:*
 - (i) *trade in gold and other commodities;*
 - (ii) *trade in African captives.*

Theme 2: Atlantic Revolutions and Independence Movements to 1800

- (a) *Concept of European Enlightenment: ideas and significance.*
- (b) *American War of Independence: causes and consequences up to 1789.*
- (c) *French Revolution: causes and consequences up to 1799.*



UNIT 2

MODULE 1: ATLANTIC WORLD: INTERACTIONS (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Organise class debate presenting two contrasting positions on the impact of the trans-Atlantic trade in African captives on West Africa.
2. Conduct a political meeting in which two early settlers present views on the challenges of colonisation.
3. Discuss the preamble of the American constitution with reference to their Declaration of Independence.
4. Discuss documentaries on the French and American Revolutions, illustrating their respective causes and consequences.
5. Conduct “Conferences” in which students put forward an agenda to show why the status quo should be retained in United States (1776) and in France (1789).

RESOURCES

- Jones, M. A. *The Limits of Liberty, 1607 – 1980*, Oxford: Oxford University Press, 1995.
- Reich, J. *Colonial America*, New Jersey: Prentice Hall, Englewood Cliffs, 1994.
- Rodney, W. A. *How Europe underdeveloped Africa*, London: Bogle-L'Ouverture, 1972.
- Thornton, J. *Africa and Africans in the Making of the Atlantic World, 1400-1680*, Cambridge: Cambridge University Press, 1992.

Video Production

The French Revolution - Warwick History Videos.

This video can be obtained from The University of Warwick, Coventry CU7AL, United Kingdom.

Teachers are advised to order the VHS NTSC version.



UNIT 2

MODULE 2: ATLANTIC DEVELOPMENT: IDENTITY AND INDUSTRY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand how slavery in the Atlantic world and the trans-Atlantic trade in African captives contributed to the Industrial Revolution in England and the Atlantic economy;
2. appreciate the importance of European imperial and commercial expansion in the nineteenth century in Asia, Africa and Latin America;
3. understand the process of industrialisation in the United States;
4. appreciate the struggles by Latin American colonies to achieve and consolidate their independence.

SPECIFIC OBJECTIVES

Students should be able to:

1. assess the economic linkages between the Industrial Revolution in England and the Atlantic economy;
2. evaluate the factors that contributed to the emergence of the United States as an industrial power and the consequences of this development up to 1900;
3. evaluate the principles underlying Manifest Destiny and its implications for United States continental expansion in the nineteenth century;
4. analyse United States interventions in the Caribbean and Latin America up to 1917;
5. explain the process of independence and national development in EITHER Brazil OR Venezuela in the nineteenth century.

CONTENT

Theme 1: *Industrial Revolutions and Colonialism*

- (a) The Industrial Revolution in England: Atlantic causes and global consequences.
- (b) Industrialisation and economic growth in the United States of America.

UNIT 2

MODULE 2: ATLANTIC DEVELOPMENT: IDENTITY AND INDUSTRY (cont'd)

Theme 2: American Nationhood and Development

- (a) *Concept of Manifest Destiny and Imperial Identity in the United States of America up to 1917.*
- (b) *Independence and national development up to 1900: EITHER Brazil OR Venezuela.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. *Develop tables and charts showing the growth of industry in England, the United States and Brazil or Venezuela, with reference to causes and consequences.*
2. *Present a State of the Union address in 1898 in which the “President” outlines the necessity to intervene in Cuba.*
3. *Organise class debate on the advantages and disadvantages of United States imperialism in Latin America and the Caribbean up to 1970.*
4. *Compile a glossary of terms, identified by teacher and developed by students.*

RESOURCES

- Bethell, L. *The Independence of Latin America*, New York: Cambridge University Press, 1987.
- Curtin, P. *The Rise and Fall of the Plantation Complex*, New York: New Cambridge University Press, 1990.
- Degler, C. M. *Out of Our Past: The Forces that Shaped Modern America*, New York: Harper Row, 3rd edition, 1984.
- Jones, M. *The Limits of Liberty, 1607-1980*, Oxford: Oxford University Press, 1995.
- Williams, E. *Capitalism and Slavery*, Chapel Hill: The University of North Carolina Press, 1944. Reprinted 1995 with an introduction by Colin Palmer.

UNIT 2

MODULE 3: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the nature and significance of European conflicts and the emergence of totalitarianism;
2. appreciate the political relations within which the twentieth-century world order developed.

SPECIFIC OBJECTIVES

Students should be able to:

1. analyse the factors that led to the outbreak of World Wars I and II;
2. explain the factors responsible for the Russian revolution in 1917 and its consequences up to 1924;
3. evaluate Nazism in Germany up to 1945;
4. evaluate the strategies of constitutional decolonisation in India and the liberation movements in South Africa.

CONTENT

Theme 1: Global Conflict and Totalitarianism

- (a) World Wars I and II.
- (b) The Russian Revolution up to 1924.
- (c) Nazism in Germany up to 1945.

Theme 2: Decolonisation and Liberation

- (a) India: Gandhi and the nationalist movement.
- (b) South Africa: Mandela and the national liberation movement.

UNIT 2

MODULE 3: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. View documentaries and films on World Wars I and II, Russian Revolution, Nazism, Apartheid and India's Independence movement to understand their dynamics.
2. Organise short (5 –7 minutes) presentations by students on leading personalities in the Module.
3. Use primary documents (reports, speeches, articles, constitutions) in class discussion.
4. Use newspaper articles to better understand resistance to Apartheid up to 1990.
5. Conduct press conferences EITHER to understand why the 'older order' in Russia before 1917 OR in South Africa before 1990 should be dismantled.
6. Use maps on Europe to identify the political changes between 1938 and 1941.
7. View documentaries and films on World Wars I and II, Russian Revolution, Nazism, Apartheid and Independence Movement in India.
8. Construct graphs and charts to show demography, land ownership patterns, and immigration in South Africa.
9. Encourage students to create a glossary of concepts used in Module.

RESOURCES

- Bullock, A. *Hitler: A Study in Tyranny*, London: Odhams, 1964.
- Carr, E. H. *The Russian Revolution: From Lenin to Stalin*, London: Macmillan, 1979.
- Fischer, L. (ed.) *The Essential Gandhi: His Life, Work and Ideas*, London: Vintage Books, 1983.
- Kemp, T. *Industrialisation in the Non-Western World*, New York: Longman, 1989.
- Segal, R. *The Black Diaspora*, Boston: Faber and Faber, 1993.
- Taylor, A.J.P. (ed.) *History of World War 1*, London: Octopus Books, 1974.
- Taylor, A.J.P. *The Second World War: An Illustrated History*, London: Penguin Books, 1975.



UNIT 2

MODULE 3: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

Video Productions

- i. *Nelson Mandela and the struggle to end Apartheid* (30 mins.)

This videotape can be obtained from

Educational Media Film and Video Ltd.
235 Imperial Drive Rayner's Lane,
Harrow Middlesex HA27HE

- ii. *The Outbreak of the First World War* - Warwick History Videos, The University of Warwick, Coventry CU7AL, United Kingdom
- iii. *Long Night's Journey into Day*: Reveals a South Africa trying to forge a lasting peace in the post-apartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkely, California 94710, USA. Tel 510-845-5414).

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit. The scheme of assessment will comprise two components, one external and the other internal.

School candidates are required to do the external assessment in addition to which they are to do the School-Based Assessment for the first Unit for which they register. Candidates may opt to carry forward their School-Based Assessment score to any subsequent Unit or Units taken.

The School-Based Assessment score may be carried forward for one or more Units taken, provided any subsequent examination is within 2 years of taking the first Unit. Those candidates may opt to do the School-Based Assessment of the second Unit taken and not carry forward their score from the first Unit taken.

Private candidates are required to do the external assessment and the Alternative to School-Based Assessment for Private Candidates.

EXTERNAL ASSESSMENT

(80%)

Written Papers

Paper 01 1 hour 30 minutes (54 marks)	Forty-five multiple-choice questions, fifteen on each Module. All questions are compulsory.	(30%)
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Paper 02 2 hours 40 minutes (90 marks)	Section A: Module 1 Section B: Module 2 Section C: Module 3	(50%)
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Each section consists of one document-based question and two essay questions.

Candidates must answer THREE questions, ONE from EACH module.

Candidates must answer ONE document-based question and TWO essay questions.

SCHOOL-BASED ASSESSMENT

(20%)

Paper 03A A research paper, requiring the candidate to demonstrate the skills of the historian.
(36 marks)

Alternative to School-Based Assessment

(20%)

Paper 03B A written paper consisting of questions testing the skills of the historian.
1 hour 30 minutes
(36 marks)

MODERATION OF SCHOOL-BASED ASSESSMENT

All School-Based Assessment Record Sheets and samples of assignments must be submitted to CXC by May 31 of the year of the examination. A sample of assignments will be requested by CXC for moderation purposes. These samples will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools.

Copies of the candidates' assignments must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

External Assessment

There will be a combined question paper and answer booklet for Paper 01.

Paper 01 (1 hour 30 minutes – 30% of Total Assessment)

1. *Number of Questions*

This paper consists of forty-five multiple-choice questions covering all three Modules.

2. *Syllabus Coverage*

Knowledge of all topics is required. The intention is to test candidates' knowledge and comprehension across the breadth of the syllabus.

3. *Question Type*

Questions on this paper are multiple-choice questions.

4. *Mark Allocation*

One mark will be awarded for each correct multiple-choice response.

The maximum number of marks available for this paper is 54 and this paper contributes 30% to the total mark for the Unit.

Paper 02 (2 hours 40 minutes – 50% of Total Assessment)

1. *Number of Questions*

This paper consists of nine questions with three questions on each Module. Candidates are required to answer three questions, one from each Module.

2. *Syllabus Coverage*

Three questions will be set on each Module and will test candidates' in-depth understanding of the themes across the syllabus.

3. *Question Type*

Each section consists of one document-based question and two essay questions. Each document-based question consists of several parts based on three extracts related to a particular theme. Candidates must answer three questions, one from each Module. One of the three questions must be a document-based question.

4. *Mark Allocation*

Each question will be worth 30 marks. The maximum number of marks for this paper is 90. The paper contributes 50% of the total marks of the Unit.

SCHOOL-BASED ASSESSMENT (20% of Total Assessment)

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

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

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

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

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

Paper 03A: The Research Paper

The School-Based Assessment will consist of one research paper for each Unit of the syllabus. This research paper contributes 20% of the final grade.

Candidates will be expected to select the topic from within the Unit and develop their own research proposals with guidance from their teacher.

Candidates must submit proposals for approval by the teacher before undertaking the research. The research paper may be presented entirely in writing or may be a combination of writing and other media (for example, video or audio recordings).

The research paper should provide evidence of the candidate's mastery of the skills used by the historian in conducting investigations of historical questions, problems or issues.

The research paper should be 1500 words in length, excluding tables, direct quotations, footnotes, references and appendices. A total of 10 per cent of the candidate's score will be deducted for any research paper in excess of 1500 words (excluding tables, direct quotations, footnotes, references and appendices). If a deduction is to be made from a candidate's score, the teacher should clearly indicate on the assignment the candidate's original score before the deduction is made, the marks which are to be deducted, and the final score that the candidate receives after the deduction has been made.

The research paper should be neatly hand-written or if typed, it must be double-spaced. Students must use a consistent style of referencing throughout their research paper; for example, Modern Languages Association (MLA) Handbook.

School-Based Assessment Criteria

Through their research papers candidates will be required to demonstrate the ability to:

- i. identify a topic relevant to the syllabus, and develop an appropriate thesis; (3 marks)
- ii. critically evaluate and interpret primary and secondary sources; (4 marks)
- iii. place the topic investigated in its historical setting and relate the topic to the wider historical context; (6 marks)
- iv. support the thesis with relevant arguments and facts; (6 marks)
- v. synthesise the results of the research; (7 marks)
- vi. communicate effectively the results of the research in accordance with the conventions of the discipline. (6 marks)
- vii. communicate information in a logical manner using correct grammar. (4 marks)

Teachers will mark the research paper out of a total of 36 marks.

School-Based Assessment Mark Scheme

The mark scheme for Papers 03A is given below.

ABILITIES		MARKS
(i)	To identify a topic relevant to the syllabus, and to develop an appropriate thesis.	3 marks
-	excellent statement of the problem and appropriate, relevant thesis	3 marks
-	satisfactory statement, relevant thesis	2 marks
-	moderate statement, marginally relevant thesis	1 mark
(ii)	To critically evaluate and interpret primary and secondary sources.	4 marks
-	appropriate use of a minimum of four sources, including primary sources where relevant	4 marks
-	appropriate use of three sources	3 marks
-	appropriate use of two sources	2 marks

ABILITIES		MARKS
-	appropriate use of only one source	1 mark
(iii)	To place the topic investigated in its historical setting and relate it to a wider historical context.	6 marks
-	clear linkage between the topic investigated, its historical setting and wider historical context	5 - 6 marks
-	some linkage between the topic investigated, its historical setting and wider historical context	3 - 4 marks
-	minimal linkage between the problem investigated and its historical setting	1 - 2 marks
(iv)	Support the thesis with relevant arguments and facts.	6 marks
-	the conclusion of the study is fully supported by the evidence presented	5 - 6 marks
-	the conclusion of the study is partially supported by evidence presented	3 - 4 marks
-	the conclusion of the study is minimally supported by evidence presented	1 - 2 marks
(v)	To create a synthesis.	7 marks
-	presentation of logical arguments and coherent findings	6 - 7 marks
-	presentation of arguments and findings with a few minor inconsistencies	4 - 5 marks
-	presentation of arguments and findings with several inconsistencies	2 - 3 marks
-	presentation of flawed arguments and inconsistent findings	1 mark
(vi)	To communicate effectively the results of the research, in accordance with the conventions of the discipline.	6 marks
-	demonstration of an excellent writing style and sound knowledge of conventions for writing a research paper	5 - 6 marks
-	demonstration of a good writing style and sound knowledge of conventions for writing a research paper	3 - 4 marks
-	demonstration of a weak writing style and limited knowledge of conventions for writing a research paper	1 - 2 marks

ABILITIES		MARKS
(vii)	To communicate information in a logical manner using correct grammar	4 marks
-	communication of information in a logical way using correct grammar	3 - 4 marks
-	communication of information in a fairly logical way with few grammatical errors	2 marks
-	communication of information in a partially logical way with several grammatical errors	1 mark
For exceeding the word limit of 1500 words, deduct 10 per cent of candidate's score		
TOTAL		36 Marks

◆ REGULATIONS FOR PRIVATE CANDIDATES

Candidates who are registered privately will be required to sit Paper 01, Paper 02 and Paper 03B.

These candidates will:

- i. select ONE topic from any of the six themes in the Unit for which they are registered;
- ii. conduct research in accordance with the School-Based Assessment Criteria described on pages 25 - 27;
- iii. write Paper 03B.

Paper 03B will be 1½ hours duration and will consist of questions related to the candidates' research and designed to assess their ability to:

- i. evaluate primary and secondary sources;
- ii. relate the topic to a theme in the syllabus;
- iii. place the topic in the wider historical context of the Unit;
- iv. synthesise the results of the research citing references in accordance with the conventions of the discipline.

This paper will be marked out of a total of 36 marks and will contribute 20% to the overall assessment of the candidates' performance on the Unit.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 of the examination for the year in which they re-register. However, resit candidates may elect not to repeat the School-Based Assessment component of the examination provided they resit the examination no later than two years following the first attempt. Candidates may elect to carry forward their School-Based Assessment score on more than one occasion during the two years following the first sitting of the examination.

Resit candidates must be entered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to paper and to Module, and percentage contribution of each paper to total score.

PAPERS	Module 1	Module 2	Module 3	TOTAL	(%)
Paper 01 1 hour 30 minutes (Multiple-choice)	18	18	18	54	(30)
Paper 02 2 hours 40 minutes (Document-based and essay)	30	30	30	90	(50)
Paper 03A and 03B (Research Paper and Alternative Paper)	12	12	12	36	(20)
TOTAL	60	60	60	180	(100)

◆ APPENDIX I

ADDITIONAL BIBLIOGRAPHY (To provide extra resources for Teachers. Note that books that already appear as resources for each Module are not repeated here)

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