



**CARIBBEAN  
EXAMINATIONS  
COUNCIL**

**Caribbean Advanced  
Proficiency Examination®**

# **SYLLABUS**

# **HISTORY**

CXC A4/U2/15

**Effective for examinations from May–June 2018**



**CAPE®**

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## NOTE TO TEACHERS AND LEARNERS

This document CXC A4/U2/15 replaces CXC A4/U2/04 issued in 2004.

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

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### PLEASE NOTE

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

# Introduction

The Caribbean Advanced Proficiency Examination (**CAPE**<sup>®</sup>) 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 at the **CAPE**<sup>®</sup> level. The first is the award of a certificate showing each **CAPE**<sup>®</sup> Unit completed. The second is the **CAPE**<sup>®</sup> Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the **CXC**<sup>®</sup> Associate Degree, awarded for the satisfactory completion of a prescribed cluster of *eight CAPE*<sup>®</sup> Units including Caribbean Studies, Communication Studies *and Integrated Mathematics. Integrated Mathematics is not a requirement for the CXC*<sup>®</sup> Associate Degree in Mathematics. The complete list of Associate Degrees may be found in the **CXC**<sup>®</sup> Associate Degree Handbook.

For the **CAPE**<sup>®</sup> Diploma and the **CXC**<sup>®</sup> Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years. *To be eligible for a CXC*<sup>®</sup> Associate Degree, the educational institution presenting the candidates for the award, must select the Associate Degree of choice at the time of registration at the sitting (year) the candidates are expected to qualify for the award. Candidates will not be awarded an Associate Degree for which they were not registered.

# History Syllabus

## ♦ RATIONALE

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 experiences *and relationships of the peoples of the Caribbean and the Atlantic World*.

*The Atlantic World is more than a geographical description of the countries that are connected by the Atlantic Ocean. It is the history of the interactions among the peoples and empires bordering the Atlantic Ocean from the 15<sup>th</sup> to the early 21st century. Over nearly six centuries, the Atlantic-based trade shaped modern world history and life in the Caribbean, the Americas more broadly, Africa, Europe and later Asia. European colonisation and maritime commerce connected the peoples and nations that bordered the Atlantic in a system of conquest, colonisation, settlement, indentureship and enslavement.*

Therefore, the concept of an Atlantic World is central to the syllabus *because of the geo-political and socio-economic relations among the peoples on all the shores of the Atlantic (Africa, Europe, and the Americas)*. The syllabus takes into account the roles played by *the peoples* in the creation of Caribbean societies. *It also recognises unequal power relations among the countries in the Atlantic World, and the Atlantic World and other geographical zones, which often resulted in the development of instability, resistance and anti-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 *of the Atlantic World and other regions*. 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 and to engage in applied history; that is using history to understand our societies and explain current happenings.

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 identity and respect for cultural heritage, the skills of a historian, and use historical knowledge to understand and explain contemporary issues*. Students will develop as independent and critical thinkers in the context of historical enquiry, and in keeping with the UNESCO Pillars of Learning. This will occur *as they learn to live together and transform themselves and society*.

Through the advanced study of history, *students should utilise the Information, Communications Technology (ICT) 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. *Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE® History can contribute to the development of a*

*Caribbean person who is imbued with a respect for human life; is emotionally secure with a high level of self-confidence and self-esteem; and respects ethnic, gender, religious and other diversities.*

## ◆ AIMS

The syllabus aims to:

1. develop an understanding of the Caribbean world by locating it within the larger history of the *Atlantic World and other geographical regions*;
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 of *Caribbean nations* sharing a common Caribbean culture;
4. stimulate an interest in the past, *and develop an understanding of how the past has influenced and shaped contemporary Caribbean societies*;
5. enable *students to recognise* social, political and economic contradictions, paradoxes, and ambiguities *which affect relations within Caribbean societies*;
6. enable an understanding *of the historical roots of contemporary Caribbean* beliefs and value systems;
7. encourage the development of a sense of moral responsibility, *respect for life* and commitment to social justice (*including reparatory justice*);
8. *develop a commitment to* gender equity and respect for people of different ethnicities, *customs and beliefs*;
9. produce students who will be able to understand *and operate effectively in* a world characterised by rapid scientific and technological changes; and,
10. prepare students for tertiary education in the study of History and other disciplines *for example, Law and International Relations*.

## ◆ 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:

1. Knowledge and Comprehension; and,
2. Enquiry and Communication.

### 1. Knowledge and Comprehension

The ability to:

- (a) understand the themes, topics, periods, individuals, ideas, events and processes covered by the syllabus;
- (b) *identify and assess different approaches to, interpretations of, and opinions about the past;*
- (c) understand a range of historical concepts and theories as they apply to historical knowledge, for example, concepts of time, chronology, cause, effect, historical significance and interpretation;
- (d) differentiate among historical facts, opinions and biases, and among different historical perspectives; and,
- (e) *understand historical phenomena in terms of change, continuity and relevance to contemporary issues.*

### 2. Enquiry and Communication

The ability to:

- (a) analyse and evaluate various historical sources;
- (b) identify and use various methods of historical investigation, engaging both primary and secondary sources;
- (c) *apply historical methods to historical questions, problems and issues;*
- (d) communicate the conclusions of historical enquiries in appropriate formats, clearly and logically; and,
- (e) *apply historical knowledge to an understanding of contemporary issues.*



## ◆ PREREQUISITES OF THE SYLLABUS

Any person with a good grasp of the 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 subject is organised in two (2) Units. A Unit comprises three (3) Modules each requiring fifty (50) hours. The total time for each Unit, is therefore, expected to be one hundred and fifty (150) hours. While each Unit is independent of the other, together they form a holistic vision of the Caribbean and the Atlantic *World* as a theatre in which some foundations of the modern world were established.

### Unit 1: The Caribbean in the Atlantic *World*

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

### Unit 2: The Atlantic *World* and Global Transformation

Module 1	-	<i>The Atlantic World: Revolutionary Changes</i>
Module 2	-	<i>International Relations: Conflict and Liberation</i>
Module 3	-	<i>International Relations: Justice, Peace and Reconciliation</i>

## ◆ APPROACHES TO TEACHING 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; and,*
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 Caribbean and South American cultures using the available evidence, including archaeological findings;*
2. *evaluate the arguments found in secondary sources on contacts between indigenous peoples of the Americas and other peoples before 1492 in light of archaeological evidence;*
3. *analyse the nature of the West African contact with Europe up to 1492;*
4. *assess the consequences of Spanish settlements in the Caribbean up to 1600; and,*
5. *explain the factors responsible for the conquest of the Aztecs and the Incas by Spain in the sixteenth century.*

#### CONTENT

**Theme 1:** *Social, Economic and Political Development of Caribbean and South American Systems*

*Comparative analysis of the development of Caribbean and South American groups:*

Group 1: *Kalinago, Taino and Tupi*

Group 2: *Aztec, Maya, and Inca*



*(Comparative analysis should be made between **TWO** Indigenous groups, **ONE** from each of the groups above).*

## UNIT 1

### MODULE 1: INDIGENOUS SOCIETIES (cont'd)

#### Theme 2: *Atlantic Connections*

- (a) *Contacts before 1492:*
  - (i) *evidence of West African movements to the Americas:*
    - *Van Sertima's thesis.*
  - (ii) *evidence of Nordic movements to the Americas:*
    - *Settlement of L'Anse aux Meadows; and,*
    - *Vinland Sagas, for example, saga of Erik the Red.*
- (b) *Portuguese and West African contacts before 1492: impact.*
- (c) *Spanish settlements in the Caribbean up to 1600:*
  - (i) *economic activities;*
  - (ii) *mortality;*
  - (iii) *encomienda; and,*
  - (iv) *slavery, resistance and warfare.*
- (d) *Mainland conquest in Mexico and Peru up to 1550:*
  - *reasons, strategies and consequences.*

#### 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. *Simulate 'trial' of a European conquistador for crimes of genocide in the New World.*
4. *Visit Kalinago villages, Maya and other archaeological sites – to appreciate their cultural achievements.*
5. *Do map work to illustrate the impact of Spanish invasion of the Americas up to the sixteenth century.*
6. *Compile a glossary of concepts used within the Module.*

## UNIT 1

### MODULE 1: INDIGENOUS SOCIETIES (cont'd)

#### RESOURCES

- Andrews, K. *The Spanish Caribbean: Trade and Plunder 1530 – 1630*, New Haven: Yale University Press, 1978.
- Diamond, J. *Guns, Germs and Steel: The Fate of Human Society*, New York: W. W. Norton, 1999.
- Rouse, I. *The Tainos*, New Haven: Yale University Press, 1992.
- Shepherd, V. and Beckles, H. (eds.) *Caribbean Slavery in the Atlantic World*, Kingston: Ian Randle Press, 2000.
- Steward, J. H. *Handbook of the South American Indians*, Washington D.C.: The Smithsonian Institute, 1946-1959, (6 vols).
- Van Sertima, I. *They Came Before Columbus*, London: Random House, 1977.

#### VIDEO PRODUCTIONS

1. *Columbus and the Age of Discovery - An Idea Takes Shape.*
2. *Columbus' World: This videotape looks at China, the Spice Islands, Cairo, Venice, Genoa and Istanbul and examines the world of the fifteenth century.*
3. *Vikings Saga (1995): This videotape explores the saga of the Norsemen like Eric the Red who explored Greenland and as far as eastern Canada.*
4. *In Search of Columbus: This videotape follows the path of Columbus' fourth and final voyage and explores how different nations and cultures perceived Columbus.*
5. *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.*
6. *The Incas Remembered: This videotape looks at the Inca building techniques, agriculture and architecture - The Jarvis Collection.*
7. *Guns, Germs and Steel: Conquest, 2005.*
8. *Nial Ferguson, The Rise and Fall of the West.*

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 1: INDIGENOUS SOCIETIES (cont'd)

9. *"Tainos".*
10. *Taínos BBC Spirits of the Jaguar 3 of 4 Hunters of the Caribbean Sea.*
11. *Aztecs BBC Spirits of the Jaguar 4 of 4 The Fifth World of the Aztecs.*
12. *National Geographic Documentary - The Maya: The Lost Civilization [Documentary 2015].*
13. *The Year China Discovered America | Top Documentary Films.*

## 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; and,*
3. *understand the process of abolition.*

#### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *explain the issues relating to the institution of slavery in the Caribbean;*
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 social and economic survival strategies of the enslaved peoples of the Caribbean;*
5. *examine the causes, reasons for success and the consequences of the Haitian Revolution;*
6. *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; and,*
7. *analyse the ways in which emancipation in the British or French or Spanish territories was achieved.*

#### CONTENT

##### **Theme 1: Experiences and Strategies of Survival of Enslaved Peoples**

- (a) *The concepts of enslavement and slavery.*
- (b) *Control through “Slave Laws”: Spanish **OR** French **OR** British:*
  - (i) *responsibilities: enslavers and enslaved; and,*
  - (ii) *penalties.*



## UNIT 1

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

- (c) *Impact of the following on slave demography:*
  - (i) *gender;*
  - (ii) *fertility;*
  - (iii) *family; and,*
  - (iv) *mortality.*
- (d) *Survival measures used by enslaved peoples:*
  - (i) *social: family relations; and,*
  - (ii) *economic: food production and marketing.*

#### **Theme 2:      *Disintegration of Slave Systems***

- (a) *The Haitian Revolution, 1791–1804; causes, reasons for success and consequences.*
- (b) *Causes, organisation, suppression, consequences and role of gender in wars of resistance in one of the following countries:*
  - (i) *Grenada, 1795;*
  - (ii) *Barbados, 1816;*
  - (iii) *Demerara, 1823; and,*
  - (iv) *Jamaica, 1831–1832.*
- (c) *Other strategies of resistance by men and women (other than those mentioned in (a) and (b):*
  - (i) *in West Africa;*
  - (ii) *on the middle passage journey;*
  - (iii) *economic;*
  - (iv) *socio-cultural;*
  - (v) *reproductive;*
  - (vi) *marronage (temporary and permanent);*
  - (vii) *poisoning; and,*
  - (viii) *sabotage (including malingering, arson, faking illness, destruction of property).*

## UNIT 1

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

- (d) *Legislative dismantlement of the slave systems, 1807 – 1886:*
  - (i) *Abolition movement in Europe: Ideology and Strategies;*
  - (ii) *The abolition of the Trans-Atlantic Trade in Africans;*
  - (iii) *The passing of Emancipation Acts (British **OR** French **OR** Spanish); and,*
  - (iv) *Planters' reparations: calculation, disbursement and utilisation (British or French).*
- (e) *The Decline Thesis as explanation for emancipation.*

#### 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 resistance actions of enslaved peoples to expose students to primary sources and to illustrate their usefulness in understanding resistance.*
2. *Organise a parliamentary debate on the Bill to abolish the institution of slavery in the British-colonised Caribbean, including all vested interests.*
3. *Organise students to role play the conducting of government press conferences in France and Haiti in the aftermath of the 1804 declaration by Haiti of independence.*
4. *Engage students in reviewing and discussing sources generated by enslaved peoples which illustrate their struggle against enslavement (for example, Montejo's and Mary Prince's narratives).*
5. *Engage students in using the early "Slave Codes/Laws" to understand chattel slavery.*
6. *Discuss selected writings of travel writers, contemporary historians and the enslaved (for example, 'slave narratives') on the economic activities of the enslaved.*
7. *Compile a glossary of concepts used within the Module.*



## UNIT 1

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

#### RESOURCES

- Beckles, H. *Britain's Black Debt: Reparations for Caribbean Slavery and Native Genocide.* Kingston: University of the West Indies Press, 2013.
- Beckles, H. *The First Black Slave Society: Britain's "Barbarity Time" in Barbados, 1636-1876.* Kingston: The University of the West Indies Press, 2016.
- Beckles, H. & Shepherd, V. *Trading Souls: Europe Transatlantic Trade in Africans.* Kingston: Ian Randle Publishers, 2007.
- Beckles, H. & Shepherd, V. *Saving Souls: The Struggle to End the Trans-Atlantic Trade in Africans.* Kingston: Ian Randle Publishers, 2007.
- Beckles, H. & Shepherd, V. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems.* Cambridge: Cambridge University Press, 2004.
- 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.
- Shepherd, V. *Women in Caribbean History: The British Colonised Territories.* Kingston: Ian Randle Publishers, 1999.
- 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.  
("Towards a New Past: the Legacies of British Slave-ownership" by Professor Catherine Hall).

## UNIT 1

### MODULE 3: FREEDOM IN ACTION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the evolution of new *socio-economic* institutions and relationships since 1900;
2. understand the causes, course and impact of twentieth century workers' protests; and,
3. understand the process of nation-building in the Caribbean.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *analyse the attempts by Haitian men and women to build a post-revolutionary society during the twentieth century;*
2. *explain the causes and impact of the labour protests in the second half of the nineteenth century;*
3. *examine the strategies employed by the newly freed Africans in the Caribbean and Indentured and post-Indentured men and women to improve their socio-economic status;*
4. evaluate the strategies employed by *men and women* in the British-colonised Caribbean to establish independence movements and regional integration organisations;
5. explain the political and constitutional status of the French-colonised Caribbean territories since 1946; and,
6. *analyse the local, regional and international impact of the Cuban Revolution.*

#### CONTENT

##### **Theme 1: Freedom Delayed: Challenges and Responses to the Creation of Free Societies**

##### **(a) European policies:**

- (i) *legal (including laws against trespass, vagrancy);*
- (ii) *economic (including land policy);*
- (iii) *labour (including indentureship or contract);*
- (iv) *political (including control of government, voting policies, brutal suppression of protests); and,*
- (v) *socio-cultural (including race, impeding the creation of societies built on social equality and gender justice, missionary action and education policies).*

## UNIT 1

### MODULE 3: FREEDOM IN ACTION (cont'd)

- (b) *Post-slavery protest movements:*
  - (i) *wars (one of the following: Vox Populi, 1862; Morant Bay, 1865; Confederation, 1876);*
  - (ii) *migration (Panama, 1904-1914 – causes and impact on the Caribbean); and,*
  - (iii) *cultural resistance: religious activities and customs; festivals, language and dress.*

#### Theme 2: Transformations in Caribbean Societies, 1840-1945

- (a) *Institutional development and working class men's and women's initiatives after 1900:*
  - (i) *economic activities and peasant development;*
  - (ii) *cooperatives, credit unions, friendly societies, benevolent societies, benefit societies and lodges;*
  - (iii) *susu, box hand, and partner; and,*
  - (iv) *black entrepreneurship: development and challenges (merchant activity, shop keeping, transportation, hotels and property ownership).*
- (b) *Indentured workers (Chinese, Indians and Portuguese): settlement and citizenship.*
  - (i) *the drive for upward social and economic mobility by Indentured and post-Indentured workers: education, religious conversion, cultural assimilation, agricultural, commercial, and professional activities; and,*
  - (ii) *resistance to capitalist exploitation, religious conversion, unjust laws and cultural assimilationist policies.*

#### Theme 3: Nationalism and Nation Building

- (a) *Haiti 1804–1825*
  - (i) *social and economic reconstruction; and,*
  - (ii) *international relations.*

## UNIT 1

### MODULE 3: FREEDOM IN ACTION (cont'd)

- (b) *Cuban Revolution: regional and international impact 1959–1983:*
  - (i) *Fidel Castro's rise to power;*
  - (ii) *Cuba's socialist transformation up to 1975; and,*
  - (iii) *local, regional (Grenada) and international impact of the Cuban Revolution.*
- (c) *Independence and integration movements in the British and French Colonised Caribbean:*
  - (i) *The Protests in the 1930s;*
  - (ii) *nationalism and the movement towards independence; and,*
  - (iii) *Federation, CARIFTA, CARICOM to 1992.*
- (d) *Assimilation and departmentalisation in the French Caribbean to 1992.*

#### Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Organise brief student presentations (five to seven 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.
3. Have students complete a web search for photographs demonstrating the course of the Cuban Revolution and make a seven-minute presentation in class.
4. View video on "The Cuban Missile Crisis" and discuss Cuba's socialist transformation up to 1975.
5. Organise class debate on the advantages and disadvantages of assimilation and independence in the second half of the twentieth century.
6. Have students source tables or figures in texts showing the post slavery developments – peasant development in the different Caribbean territories and the influx of immigrants into the region. Have students discuss the factors influencing the development of peasant holdings, features unique to territories such as involvement of missionaries in Jamaica, contribution of Chinese, Indians and Portuguese, distribution of these groups among territories; activities peculiar to or common among the groups. Examination of primary sources for practise in source criticism or corroboration should be encouraged.

## UNIT 1

### MODULE 3: FREEDOM IN ACTION (cont'd)

7. Have students debate the factors which led to the outbreak of labour protests, the events which constituted these protest movements, and the outcomes. Compile bio sketch of significant personalities or leaders in the rebellions and conduct interviews with participants in nationalist, integrationist and independence movements.
8. Have students locate interviews or documentaries on local leaders in their territory and other Caribbean territories who were integral to the Independence and Integration Movements. Have students read and discuss information on these individuals from biographical or autobiographical accounts, newspaper articles to obtain different perspectives on their involvement and contribution to the political development of their territory.
9. Watch videos, for example <https://www.youtube.com/watch?v=iHiSkHuX0no> to understand the invasion of Grenada by the US because of the fear of Cuba's influence. Engage students in a discussion on what they observed in the video.
10. Organise class debates around any suitable moot which would invite research on Departmentalisation in the French Caribbean. For example, students can research the advantages and disadvantages of departmentalisation and debate the moot that this model represent the best compromise between colonialism and political independence or any other moot that will lend itself to vibrant and informed discussions.
11. Have students compile a glossary of concepts taught or discussed within the Module.

## RESOURCES

- Beckles, H. and Shepherd, V. eds *Caribbean Freedom*. Kingston: Ian Randle Publishers, 1994.
- Beckles, H and Shepherd, V. *Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood*. Cambridge: Cambridge University Press, 2007.
- Carter, H. *Business in Bim: A Business History of Barbados, 1900-2000*. Kingston: Ian Randle, 2008.
- Carter, H. *Labour Pains: Resistance and Protest in Barbados, 1838-1904*. Kingston: Ian Randle, 2012.
- Fick, C. *The Making of Haiti: The Saint Domingue Revolution from below*. Knoxville: The University of Tennessee Press, 1990.
- Grenade W. *The Grenada Revolution: Reflections and Lessons*. Jackson: University Press of Mississippi, 2015.
- Heuman, G. *The Killing Time: The Morant Bay Rebellion in Jamaica*. London: Macmillan, 1995.

## UNIT 1

### MODULE 3: FREEDOM IN ACTION (cont'd)

- Higman, B.W. and Kathleen Monteith. *West Indian Business History: Enterprise and Entrepreneurship*. Kingston: The University of the West Indies Press, 2010.
- Hutton, C. *Colour for Colour, Skin for Skin: Marching with the Ancestral Spirits into War Oh at Morant Bay*. Kingston: Ian Randle Publishers, 2015.
- Laurence, K. O. *A Question of Labour: Indentured Immigration into Trinidad and British Guiana 1875–1917*. New York: St. Martin's Press, 1994.
- Lewis, P. Williams and G. Clegg, P. Eds. *Grenada Revolution and Invasion*. Kingston: The University of the West Indies Press, 2015.
- Newton, V. *The Silver Men: West Indian Labour Migration to Panama, 1850-1914*. Kingston: Ian Randle Publishers; REV ed. Edition, 2004.
- Perez-Stable, M. *The Cuban Revolution: Origins, Course and Legacy*. OUP, 1999.
- Richardson, B. *Caribbean Migrants: Environment and Human Survival on St. Kitts and Nevis*. Knoxville: The University of Tennessee Press, 1983.
- Richardson, B. *Panama Money in Barbados, 1900-1920*. Knoxville: The University of Tennessee Press, 1986.
- Rodney, W. *A History of the Guyanese Working People, 1881–1903*. Baltimore: The Johns Hopkins University Press, 1981.
- Shepherd, V. ed. *Engendering Caribbean History: Cross-cultural perspectives*. Kingston: Ian Randle Publishers, 2012.
- Shepherd, V. ed. *Women in Caribbean History*. 2006. Reprint. Kingston: Ian Randle Publishers, 2012.
- Shepherd, V. *Maharani's Misery: Narratives of a Passage from India to the Caribbean*. Kingston: The UWI Press, 2002.
- Sweig, J. *Inside The Cuban Revolution: Fidel Castro and The Urban Underground*. Harvard University Press, 2002.
- Thompson, A. ed. *In the Shadow of the Plantation*. Kingston: Ian Randle Publishers, 2002.

## ♦ UNIT 2: THE ATLANTIC WORLD AND GLOBAL TRANSFORMATION

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the philosophies and ideas that shaped revolutionary changes in the Atlantic World, 1750-1920;*
2. *appreciate 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;*
3. *understand the process of industrialisation in the United States; and,*
4. *understand the struggles by Latin American colonies to achieve and consolidate their independence.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *explain the concepts and ideas that shaped the Atlantic revolutions (including the Enlightenment);*
2. *examine the causes and course of the American War of Independence and the French Revolution and their consequences for the Atlantic up to 1800;*
3. *explain the economic linkages between the Industrial Revolution in England and the Atlantic economy up to 1900;*
4. *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;*
5. *evaluate the principles underlying Manifest Destiny and its implications for United States continental expansion in the nineteenth century; and,*
6. *analyse United States' interventions in Latin America up to 1917 and the process of independence and national development in Brazil and Venezuela in the nineteenth century.*

#### CONTENT

##### Theme 1: Atlantic Revolutions: concepts, causes, course and impact

- (a) *Concepts of Revolutions: definition and types – political, economic, social.*
- (b) *European Enlightenment: ideas and significance.*
- (c) *American War of Independence: causes, course and consequences up to 1789.*
- (d) *French Revolution: causes, course and consequences up to 1799.*

## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

#### Theme 2: *Economic Revolutions*

- (a) *The Industrial Revolution in England from 1750: Atlantic causes and global impact:*
  - (i) *internal causes;*
  - (ii) *contribution of the wider Atlantic to European industrialization; and,*
  - (iii) *impact on the Caribbean and Latin America.*
- (b) *Industrialisation and economic growth in the United States of America after 1783:*
  - (i) *factors that contributed to industrialization; and,*
  - (ii) *impact of USA industrialisation on the Caribbean and Latin America.*

#### Theme 3: *Manifest Destiny and Development*

- (a) *Concept and implications of Manifest Destiny:*
  - (i) *imperial identity of the United States of America up to 1917;*
  - (ii) *United States continental expansion in the nineteenth century; and,*
  - (iii) *United States intervention in Latin America up to 1917.*
- (b) *Independence and national development up to 1900: Brazil or Venezuela.*

#### Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Discuss the preamble of the American constitution with reference to their Declaration of Independence.
2. Discuss documentaries on the French and American Revolutions, illustrating their respective causes and *consequences*.
3. 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)*.
4. *Debate the contribution of the Atlantic world to the development of British Industrialisation.*



## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

#### RESOURCES

- Beckles, L. ed. *The Independence of Latin America. Cambridge: Cambridge University Press, 1989.*
- Benjamin, T. *The Atlantic World: Europeans, Africans, Indians and Their Shared History. Cambridge: Cambridge University Press, 2009.*
- Browne, V.C. and Carter, H. *Atlantic Interactions. Kingston: Ian Randle Publishers, 2013.*
- Bushell, D. and Macaulay, N. *The Emergence of Latin America in The 19<sup>th</sup> Century. OUP, 1994.*
- Brinkley, A. *The Unfinished Nation: A Concise History of the American People. McGraw Hill Inc. 1993.*
- 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, 3<sup>rd</sup> ed. 1984.*
- Ellis, E.G and Esler, A. *Prentice Hall World History: Connections to Today. Prentice Hall, 1999.*
- Jemmot, J. Josephs A. Monteith, E (eds) *The Caribbean, The Atlantic World & Global Transformation. UWI (Mona), 2010.*
- Jones, M. *The Limits of Liberty, 1607–1980. OUP, 1995.*
- Katzman, N. *A People and A Nation: A History of the United States. Houghton Muffin Company, 5<sup>th</sup> ed. 1998.*
- Keen, B. *A History of Latin America. Houghton Mifflin Company, 5<sup>th</sup> ed. 1996.*
- Knight, F. *The Caribbean: The Genesis of a Fragmented Nation. OUP, 1990.*
- Pendle, G. *A History of Latin America. Pelican Books, 1973.*
- Rosenthal, M. *The French Revolution. Longman (London), 1965.*
- Rodney, W.A. *How Europe Underdeveloped Africa. London: Bogle- L'Ouverture, 1972.*
- Skidmore, T. and Smith, P. *Modern Latin America. OUP, 1994.*

## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

Thornton, J. *Africa and Africans in the Making of the Atlantic World, 1400-1680.* Cambridge: Cambridge University Press, 1992.

Waller, S. *France in Revolution, 1776–1830.* Heinemann, 2002.

Williams, E. *Capitalism and Slavery.* Kingston: Ian Randle Publishers, 2005.

## VIDEO PRODUCTIONS

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.**

*Documentaries on the American and French Revolutions.*

## UNIT 2

### MODULE 2: 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 in the twentieth century; and,*
2. *understand the political relations within which the twentieth-century world order developed.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *examine the causes, course and impact of the First and Second World Wars;*
2. *explain the causes and course of the Russian revolutions in 1917 and the consequences up to 1924;*
3. *explain the concepts of colonialism and decolonisation;*
4. *evaluate the strategies of constitutional decolonisation in India and Africa; and,*
5. *assess the liberation movements in Africa and India.*

#### CONTENT

##### Theme 1: ***Global Conflicts and Totalitarianism***

- (a) *The First World War: causes, course and impact.*
- (b) *The Russian Revolutions:*
  - (i) *The Revolution of February 1917: causes, course and impact; and,*
  - (ii) *The Bolshevik Revolution of October 1917–1924: causes, course and impact.*
- (c) *The Second World War: causes, course, and impact (including the rise of fascism and Nazism in Europe).*

## UNIT 2

### MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

#### Theme 2: *Decolonisation and Liberation: 1857-1970*

- (a) *Decolonisation in India: process and impact, 1857-1947:*
  - (i) *The Nationalist Movement;*
  - (ii) *The role of Mahatma Gandhi and Jawaharlal Nehru in the achievement of India's independence; and,*
  - (iii) *The impact of India's independence on the global decolonisation movement.*
- (b) *Decolonisation in Africa: Ghana, 1957-1965:*
  - (i) Kwame Nkrumah and the Convention People's Party in Ghana, 1945-1957; and,
  - (ii) The aftermath of independence: impact and challenges.

#### Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. *View documentaries and films on the First and Second World Wars, Russian Revolution, Nazism and India's Independence movement to understand their dynamics. Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*
2. *Organise short (five to seven minutes) presentations by students on leading personalities in the Module.*
3. *Review primary documents (reports, speeches, articles, constitutions) then consult secondary sources. Compare and contrast the information found in both sources and account for any inconsistencies.*
4. *Conduct press conferences EITHER to understand why the 'older order' in Russia before 1917 OR in India before 1947 OR in Ghana before 1957 should be dismantled.*
5. *Use maps of Europe to identify the political changes between 1938 and 1941.*
6. *Encourage students to conduct web searches for images of Nazi concentration camps and make a five-minute presentation in class.*
7. *Encourage students to create a glossary of concepts taught or discussed in the Module.*

## UNIT 2

### MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

#### RESOURCES

- Bourret, F.M. *Ghana, the Road to Independence, 1919-1957*. California: Stanford University Press, 1960.
- Brown, D. and Carter, H. *Atlantic Interactions 2<sup>nd</sup> ed*. Kingston: Ian Randle Publishers, 2013.
- 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.
- Grischow, J. D. Kwame Nkrumah, Disability and Rehabilitation in Ghana, 1957-1966. *Journal of African History* 52.2 (2011): 179-199. Print.
- Jemmott, J., Josephs, A. *The Caribbean, the Atlantic World and Global Transformation. Social History Project, Department of History and Archaeology. University of the West Indies, 2010.*
- Kemp, T. *Industrialisation in the Non-Western World*. New York: Longman, 1989.
- Milne, J. *Forward Ever. Kwame Nkrumah: A Biography*. Panaf Books, 2006.
- Nkrumah, K. *Class Struggle in Africa*. London: Panaf Books, 2006.
- 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.

#### AUDIO/VIDEO PRODUCTIONS

*The Outbreak of the First World War – Warwick History Videos. The University of Warwick: Coventry CU7AL, United Kingdom.*

*Faces of Africa – Kwame Nkrumah.*

<https://www.youtube.com/watch?v=TMYOiTcspNA> (Faces of Africa – Kwame Nkrumah) CGTN Africa.

## UNIT 2

### MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the concepts of peace, reconciliation and reparatory justice;*
2. *understand the historical roots of the conflicts over the ending of the Apartheid regime in South Africa;*
3. *understand the role of men and women in the (internal and international) struggle for liberation in South Africa; and,*
4. *understand the potential of reparatory justice to contribute to peace and reconciliation between the States in conflict.*

#### SPECIFIC OBJECTIVES

On completion of this Module, students should be able to:

1. *evaluate the impact of the Apartheid system on South Africa;*
2. *examine the lives of various South African male and female icons and their contribution to the ending of Apartheid;*
3. *examine the role of the African National Congress in the liberation struggle in South Africa;*
4. *assess the contribution of the international community to the dismantling of the Apartheid regime in South Africa; and,*
5. *explain the historical basis of the Caribbean reparatory justice movement.*

#### CONTENT

**Theme 1:      *Apartheid and the Liberation Struggle in South Africa***

(a)      *The Apartheid System: definitions and practices.*

(b)      *Dismantling Apartheid in South Africa.*

(i)      *architects of the Liberation Movement in South Africa (for example, Nelson Mandela, Steven Biko and Winnie Mandela);*

(ii)      *the Role of the African National Congress; and,*

(iii)      *the contribution of the international community.*

## UNIT 2

### MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION (cont'd)

#### **Theme 2:       Reconciliation and Reparations**

- (a)     *The concept of reparatory justice.*
- (b)     *The concept of reconciliation.*
- (c)     *Historical reparations (for example, Haiti to France; Britain to the Caribbean planters; Germany to the Jews).*
- (d)     *The historical justification for CARICOM's demands for reparatory justice.*

#### **Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1.     *Present a catalogue of songs and poems (like Lorna Goodison's "Bedspreed") that were used by South Africans to inspire them as they fought against the Apartheid movement in South Africa.*
2.     *Organise a class debate on the contribution of Winnie Mandela to the Liberation Movement in South Africa in light of the dominant role given to Nelson Mandela.*
3.     *Examine newspaper articles to better understand resistance to Apartheid up to 1990.*
4.     *View documentaries and films on the Apartheid Movement in South Africa. Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*
5.     *Construct graphs and charts to show demography, land ownership patterns, and immigration in South Africa.*
6.     *Conduct a web search and arrange images of housing for blacks in South Africa under Apartheid. Complete a five-minute presentation for the class.*
7.     *View documentaries and listen to lectures on historic reparation (Haiti to France; Britain to the planters; Germany to the Jews). Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*
8.     *Listen to songs on reparation (Mr Perfect, Sutcliffe Simpson) and use this as the stimulus for class discussion on the relevance of the lyrics to historical tragedies.*
9.     *Develop a glossary of terms and definitions of concepts taught or discussed in the Module.*
10.    *Conduct a debate on the pros and cons of reparation and reconciliation.*

## UNIT 2

### MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION (cont'd)

#### RESOURCES

- Biko, S. *I write what I like: selected writings.* University of Chicago Press, 2002.
- Beckles, H. *Britain's Black Debt: Reparations for Slavery and Native Genocide.* Kingston: The Press, UWI, 2013.
- Coates, T. "The Case for Reparations", *The Atlantic*, June 2014. (<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>)
- Mbeki, G. *The Struggle for Liberation in South Africa.* Cape Town, 1992.
- Robinson, R. *The Debt: What America Owes to Blacks.* New York: Penguin, 2001.
- Shepherd, V.A., Reid, A., Francis, C. and Murphy, K. *Jamaica and the Debate over Reparation for Slavery: A Discussion Paper Presented by the Jamaica National Bicentenary Committee.* Kingston: Pelican Publishers, 2012.
- Thompson, Alvin *Visualizing Slavery: Images and Texts.* Bridgetown: Thompson Business Services, 2015.
- Wilson, R. *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State.* Cambridge: CUP, 2001 (paperback).

#### AUDIO/VIDEO PRODUCTIONS

- Oxford Union Speech, Sashi Tharoor <https://www.youtube.com/watch?v=f7CW7S0zxv4>.
- Interview with Dr Ray Winbush < <https://www.youtube.com/watch?v=vLau6XhLLyU>>.
- Dr Ray Winbush "What is Reparations?" < <https://www.youtube.com/watch?v=18cNBDknJYs>>.
- Lecture by Hilary Beckles (Repairing the Nation) <<https://www.youtube.com/watch?v=IEvltuAensY>>.
- Mr Perfect "Reparation for my soul" < <https://www.youtube.com/watch?v=95yrMrwGSNc>>.
- 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, Berkeley, California 94710, USA. Tel 510-845-5414).



## UNIT 2

### MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION (cont'd)

<http://www.anc.org.za/show.php?id=4605> (online book).

*Sarafina and Invictus.*

*Nelson Mandela and the struggle to end Apartheid (30 minutes.) This videotape can be obtained from Educational Media Film and Video Ltd. 235 Imperial Drive Rayner's Lane, Harrow Middlesex HA27HE.*

*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, Berkeley, California 94710, USA. Tel 510-845-5414).*

Struggle Against Apartheid: Amandla! A Revolution in Four-Part Harmony.  
VHS and DVD 103 minutes  
PG-13 Director: Lee Hirsch

Amandla! recounts the history of the anti-apartheid struggle from 1950-1990's by examining different freedom songs. Particularly valuable for its interviews, archival footage, and filmed performances, the film shows that music was crucial not only in communicating a political message to protesters and opponents but also in strengthening the resistance itself.

*More information from the African Media Project:*  
<http://www.africanmedia.msu.edu/php/showfilm.php?id=29501>.

*Britain's Forgotten Slave Owners S01 E02 The Price Of Freedom Official*  
<https://www.youtube.com/watch?v=kgaJyp8ix4M&t=41s>.

## ◆ 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 two 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 per cent)

#### Written Papers

<b>Paper 01</b> 1 hour 30 minutes (54 marks)	45 multiple choice questions, 15 on each Module. All questions are compulsory.	30 per cent
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<b>Paper 02</b> 2 hours 40 minutes (90 marks)	Section A: Module 1 Section B: Module 2 Section C: Module 3	50 per cent
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Each section consists of one document-based question and one essay question.

### SCHOOL-BASED ASSESSMENT

(20 per cent)

<b>Paper 031</b> (36 marks)	A research paper, requiring the candidate to demonstrate the skills of the historian.
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#### Alternative to School-Based Assessment

<b>Paper 032</b> 1 hour 30 minutes (36 marks)	A written paper consisting of questions testing the skills of the historian.
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## **MODERATION OF SCHOOL-BASED ASSESSMENT**

All School-Based Assessment Record Sheets and samples must be submitted to **CXC®** by 31 May of the year of the examination in electronic format via the ORS. 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 per cent 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 per cent to the total mark for the Unit.

#### **Paper 02 (2 hours 40 minutes – 50 per cent of Total Assessment)**

1. Number of Questions

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

2. Syllabus Coverage

Two 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 one essay question. Each document-based question consists of several parts based on two 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. When responding to the essay question, candidates are expected to write an introduction and a conclusion. Marks will be awarded for the well-structured and argued introduction and conclusion. The introduction should: include an introductory statement on the subject matter; a definition and explanation of key words; where the question demands a position, the student should state hypothesis and briefly explain why and; an outline of the main points to be discussed must be offered. The conclusion should restate the thesis; summarise the main sub-points and end the response with a strong and impactful statement.

### 5. Mark Allocation

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

## SCHOOL-BASED ASSESSMENT (20 per cent 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. *Students are encouraged to work in groups.*

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 enhance 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 031: The Research Paper**



The School-Based Assessment will consist of one research paper for each Unit of the syllabus. This research paper contributes 20 per cent of the final grade. *Students are encouraged to work in small groups to complete the School-Based Assessment.*

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 paper should be structured following the generally accepted rules for writing a research paper. (See Guidelines below).*

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 typewritten and double-spaced. *Students must use the Modern Languages Association (MLA) style of referencing throughout their research paper (See Modern Languages Association Handbook).*

#### **GUIDELINES FOR STRUCTURING THE RESEARCH PAPER**

<b>PARTS OF THE ESSAY</b>	<b>FOCUS</b>	<b>COMPOSITION</b>
<b>Introduction</b>	<b>Focus on the research question</b>	<i>Historical setting and historical context</i>
		<i>Issues to be developed</i>
		<i>Thesis</i>
<b>Development</b>	<b>Explanation of each issue identified in the introduction</b>	<i>Provide the argument with the evidence to support the thesis. Explain/examine/discuss/analyse/assess each issue identified.</i>
		<i>Sub-headings may be used to classify the issues:</i> <ul style="list-style-type: none"> <li><i>Express each issue as a generalisation (a topic sentence)</i></li> </ul>

<b>PARTS OF THE ESSAY</b>	<b>FOCUS</b>	<b>COMPOSITION</b>
		<ul style="list-style-type: none"> <li>• <i>Provide the supporting evidence for the claim made in the generalisation</i></li> </ul>
		<i>Incorporate evaluation of the primary and secondary sources used.</i>
<b>Conclusion</b>	<b>Summary</b>	<i>Reinforces the thesis</i>
<b>Appendix (optional)</b>	<b>Illustrations</b>	<i>Pictures, tables etc. Reference must be made to these within the paper.</i>

### **SCHOOL-BASED ASSESSMENT CRITERIA: *A guide to assessment for the Teacher***

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

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

**Guidelines for Marking the Research Paper**  
**Teacher will mark the research paper out of a total of 36 marks.**

<b>ABILITIES</b>		<b>MARKS</b>
<b>(a)</b>	<b>To identify a topic relevant to the syllabus, and to develop an appropriate thesis:</b>	<b>3 marks</b>
	(i) excellent statement of the problem and appropriate, relevant thesis;	3 marks
	(ii) satisfactory statement, relevant thesis; and,	2 marks
	(iii) moderate statement, marginally relevant thesis.	1 mark
<b>(b)</b>	<b>To critically evaluate and interpret primary and secondary sources:</b>	<b>4 marks</b>
	(i) appropriate use of a minimum of four sources, including primary sources;	4 marks
	(ii) appropriate use of three sources;	3 marks
	(iii) appropriate use of two sources; and,	2 marks
	(iv) appropriate use of only one source.	1 mark
<b>(c)</b>	<b>To place the topic investigated in its historical setting and relate it to a wider historical context:</b>	<b>6 marks</b>
	(i) clear linkage between the topic investigated, its historical setting and wider historical context;	5–6 marks
	(ii) some linkage between the topic investigated, its historical setting and wider historical context; and,	3–4 marks
	(iii) minimal linkage between the problem investigated and its historical setting.	1–2 marks
<b>(d)</b>	<b>To support the thesis with relevant arguments and facts:</b>	<b>6 marks</b>
	(i) the conclusion of the study is fully supported by the evidence presented;	5–6 marks
	(ii) the conclusion of the study is partially supported by evidence presented; and,	3–4 marks
	(iii) the conclusion of the study is minimally supported by evidence presented.	1–2 marks

ABILITIES		MARKS
<b>(e) To create a synthesis:</b>	(i) presentation of logical arguments and coherent findings;	<b>7 marks</b> 6–7 marks
	(ii) presentation of arguments and findings with a few minor inconsistencies;	4–5 marks
	(iii) presentation of arguments and findings with several inconsistencies; and,	2–3 marks
	(iv) presentation of flawed arguments and inconsistent findings.	1 mark
<b>(f) To communicate effectively the results of the research, in accordance with the conventions of the discipline:</b>	(i) demonstration of an excellent writing style and sound knowledge of conventions of writing a research paper;	<b>6 marks</b> 5–6 marks
	(ii) demonstration of a good writing style and sound knowledge of conventions for writing a research paper; and,	3–4 marks
	(iii) demonstration of a weak writing style and limited knowledge or conventions for writing a research paper.	1–2 marks
<b>(g) To communicate information in a logical manner using correct grammar</b>	(i) communication of information in a logical way using correct grammar;	<b>4 marks</b> 3–4 marks
	(ii) communication of information in a fairly logical way with few grammatical errors; and,	2 marks
	(iii) 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.		
<b>TOTAL</b>		<b>36 Marks</b>



## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Candidates who are registered privately will be required to sit Paper 01, Paper 02 and Paper 032.

These candidates will:

1. select ONE topic from any of the six themes in the Unit for which they are registered;
2. conduct research in accordance with the School-Based Assessment criteria described on pages 28–34; and,
3. write Paper 032.

Paper 032 will be 1½ hours duration and will consist of questions related to the candidates' research and designed to assess their ability to:

1. evaluate primary and secondary sources;
2. relate the topic to a theme in the syllabus;
3. place the topic in the wider historical context of the Unit; and,
4. 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 per cent 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. **CAPE®** candidates may reuse any moderated SBA score within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50 per cent in a particular Unit. Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

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	(%)
<b>Paper 01</b>					
1 hour 30 minutes	15 (18)	15 (18)	15 (18)	45 (54)	(30)
(Multiple-choice)					
<b>Paper 02</b>					
2 hours 40 minutes	30	30	30	90	(50)
(Document-based and Essay)					
<b>Paper 031 and 032</b>					
(Research Paper and Alternative Paper)	12	12	12	36	(20)
<b>TOTAL</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>180</b>	<b>(100)</b>

## ◆ 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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**Western Zone Office**  
**May 2018**

**Caribbean Advanced Proficiency Examination®**  
**CAPE®**



# Specimen Papers and Mark Schemes/Keys

<b><u>Specimen Paper:</u></b>	-	Unit 1 Paper 01 Unit 1 Paper 02 Unit 2 Paper 01 Unit 2 Paper 02
<b><u>Mark Scheme and Key:</u></b>	-	Unit 1 Paper 01 Unit 1 Paper 02 Unit 2 Paper 01 Unit 2 Paper 02



TEST CODE **02127010**

**SPEC 2017/02127010**

**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 ADVANCED PROFICIENCY EXAMINATION®**

**SPECIMEN PAPER**

**MULTIPLE CHOICE QUESTIONS**

**HISTORY**

**UNIT 1 – Paper 01**

*1 hour 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
3. Look at the sample item below.

Sample Item

Which of the following forms of protest used by the enslaved in the British Caribbean in the 18th century was the LEAST common?

- (A) Petitioning the Crown
- (B) Staging armed revolts
- (C) Poisoning of livestock
- (D) Sabotaging of equipment

Sample Answer



4. The best answer to this item is “Petitioning the Crown”, so answer space (A) has been shaded.

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02127010/SPEC 2017



1. What is known as the Van Sertima thesis?
  - (A) African presence in the Americas predated Europeans
  - (B) Indigenous presence in the Americas predated Africans
  - (C) Indigenous presence in the Americas predated Europeans
  - (D) European presence in the Americas predated Africans
2. What archeological evidence Van Sertima did NOT use to prove his thesis?
  - (A) Artifacts
  - (B) Skeletons
  - (C) Monuments
  - (D) Stone heads
3. All of the following evidence exist of Nordic presence in the Americas before Columbus EXCEPT
  - (A) religious
  - (B) linguistic
  - (C) botanical
  - (D) metallurgical
4. New World Nordic discoveries are generally referred to which of the following?
  - (A) Kings
  - (B) Vinland
  - (C) Contemporary
  - (D) Icelandic Family
5. L'Anse aux Meadows shows evidence of Nordic Style
  - (A) smelting
  - (B) recycling
  - (C) leaching
  - (D) concentrating
6. The first sustained commercial connection between West Africa and Europe was established by which European nation?
  - (A) Spain
  - (B) Britain
  - (C) Holland
  - (D) Portugal
7. Most archeological evidence of Nordic presence in the Americas was garnered from the excavation at
  - (A) Oklahoma Rune
  - (B) Spirit Pond Eune
  - (C) Kensington Rune
  - (D) L'Anse aux Meadows
8. The Portuguese, the pioneer explorers of Western Africa, were primarily interested in
  - (A) finding a route to the East
  - (B) trading with the African chiefs
  - (C) engaging in plantation agriculture
  - (D) finding the golden city of El Dorado
9. Which of the following BEST explains why Spain invaded the Americas?
  - (A) To search for gold
  - (B) To spread Christianity
  - (C) To secure colonial empires
  - (D) To spread European civilization

10. Under the encomienda system, the Spaniards were given title to and allowed to use Indigenous lands and villages in return for
- (A) using the Indians as labourers
  - (B) converting the Indians to Christianity
  - (C) developing the villages for all to benefit
  - (D) sharing the mineral resources with the Indians
11. Under the encomienda system, the Indians were
- (A) paid handsomely for work performed
  - (B) allowed to determine their hours of work
  - (C) paid exceedingly low wages, if anything at all
  - (D) given light tasks on the plantations and in the mines
12. The Encomienda System failed because
- (A) Spanish colonist neglected it
  - (B) it was unprofitable for the Spanish colonist
  - (C) after being Christianised the Indigenous Peoples fled
  - (D) Indigenous People did not provide an effective labour force
13. Which of the following is NOT true of the response of the Indigenous peoples to the Spanish conquistadores on horses?
- (A) They gladly welcomed the Spaniards
  - (B) That size animal was unusual to them
  - (C) They thought that man and animal was one
  - (D) Indigenous people thought the Spaniards were Gods
14. What was MOST responsible for the decimation of the Indian population in the Americas?
- (A) European guns
  - (B) European swords
  - (C) European animals
  - (D) European diseases
15. The first successful conquest of a great pre Columbian civilization in world history was
- (A) the conquest of Peru
  - (B) the conquest of Mexico
  - (C) the conquest of Panama
  - (D) the conquest of El Salvador
16. The ONLY successful revolution led by enslaved people in the Caribbean occurred in
- (A) Haiti
  - (B) Jamaica
  - (C) Grenada
  - (D) Martinique

17. Which of the following was NOT a form of resistance towards slavery?
- (A) Suicide
  - (B) Sabotage
  - (C) Infanticide
  - (D) Industriousness
18. “Man is born free and everywhere he is in chains”. This slogan associated with the abolition movement was said by:
- (A) Thomas Clarkson
  - (B) William Wilberforce
  - (C) Jean Jacques Rousseau
  - (D) Toussaint L’ Ouverture
19. Which of the following personalities is correctly paired with the Revolutionary War with which he or she was associated?
- I. 1831 War Jamaica – Henri Christophe
  - II. 1795 War Grenada – Julien Fedon
  - III. 1816 War Barbados – Nanny Grigg
  - IV. Haitian Revolution – Samuel Sharp
- (A) I and IV only
  - (B) II and III only
  - (C) I and II only
  - (D) I and III only
20. What reason BEST explains the resistance shown by enslaved people in the Caribbean?
- (A) Limited options for economic activity
  - (B) Stringent laws placed against marriage
  - (C) Regular policing of Sunday markets
  - (D) Restriction of their inalienable right as a human being to be free
21. “In overthrowing me in San Domingo you have only cut down the trunk of the tree of liberty, it will raise up again, for its roots are numerous and deep.” The leader of the Haitian Revolution to which these words are attributed is
- (A) Alexandre Petion
  - (B) Henri Christophe
  - (C) Jean Pierre Boyer
  - (D) Toussaint L’ Ouverture
22. Which of the following can be referred to as gynaecological resistance?
- (A) Abortion and suicide
  - (B) Arson and prolonged lactation
  - (C) Murder and prolonged lactation
  - (D) Abortion and prolonged lactation
23. The leader of the 1790 Mulatto uprising in the Haitian Revolution was
- (A) Vincent Oge
  - (B) Victor Hughes
  - (C) Jean Pierre Boyer
  - (D) Toussaint L’Ouverture
24. The Success of the Haitian Revolution of 1791 was based on
- I. excellent leadership of Boukman, Toussaint, Dessalines and Christophe
  - II. France was itself in a state of revolution
  - III. a strong slave army in the face of a divided white and free colored minority
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III

GO ON TO THE NEXT PAGE

25. The emancipation of enslaved people in the French Caribbean was granted in the year
- (A) 1834
  - (B) 1848
  - (C) 1865
  - (D) 1886
26. The British government paid compensation to the planters MAINLY to
- (A) provide financial assistance for the loss of labour
  - (B) provide for the education of the freed people
  - (C) maintain the viability of the plantations
  - (D) ensure planters' cooperation during the apprenticeship system
27. The main objective of the Slave Registration Act of 1815 was to
- (A) restrict the abolition campaign
  - (B) effect the abolition of the slave trade
  - (C) effect the gradual emancipation of the enslaved
  - (D) improve the working and living conditions of the enslaved
28. The leaders of the wars of resistance between 1800 and 1832 were all
- (A) field slaves
  - (B) free blacks
  - (C) elite slaves
  - (D) free coloreds
29. The watch words of Liberty Equality and Fraternity originated from which of the following revolutions?
- (A) Fedon Rebellion
  - (B) French Revolution
  - (C) Haitian Revolution
  - (D) American Revolution
30. The decline theory with regard to the reduced economic viability of the sugar production in the British Caribbean in early 1800's was documented by which Caribbean Historian?
- (A) Gad Heuman
  - (B) Eric Williams
  - (C) William Darity
  - (D) Seymour Drescher
31. With which of the following Caribbean territories was "Vox Populi" associated?
- (A) St. Kitts
  - (B) Grenada
  - (C) St. Lucia
  - (D) St. Vincent
32. Which factor BEST explains a possible cause of the labour protests in the Caribbean in the 1930s?
- (A) The Italian-Abbyssinian war
  - (B) The return of Panama migrants
  - (C) The disruption of UNIA meetings
  - (D) The hiring of South African workers in Trinidad & Tobago

GO ON TO THE NEXT PAGE

33. How is the Great Depression linked to the outbreak of the labour protests in the Caribbean in the 1930s?
- (A) The decline of molasses exports to Canada
  - (B) The decline in remittances from the United States of America
  - (C) The decline of banana exports to the United States of America
  - (D) The return of Caribbean migrants from the United States of America
34. Which reason BEST explains the appointment of the Royal Commission of 1938?
- (A) Widespread distress and protests
  - (B) The arrest of Caribbean labour leaders
  - (C) The intervention of Colonial Governors
  - (D) The death of protestors at the hands of the police
35. Which country did NOT experience labour protests in the 1930s?
- (A) Belize
  - (B) Grenada
  - (C) Jamaica
  - (D) Barbados
36. Which labour leader is INCORRECTLY paired with the country?
- (A) Clement Payne – St. Vincent
  - (B) Antonio Soberanis – Belize
  - (C) Uriah Butler – Trinidad & Tobago
  - (D) Alexander Bustamante – Jamaica
37. What factor BEST explains why Indian indentured workers remained in the Caribbean after the completion of their indentureship?
- (A) They were offered land grants
  - (B) They disliked the caste system in India
  - (C) They viewed the Caribbean as a place of peace
  - (D) They obtained reasonable treatment from their employers
38. Which of the following actions were taken by freed people in the British-colonised Caribbean after emancipation in response to efforts by the plantocracy to suppress them?
- I. Peaceful protests
  - II. Development of an independent peasantry
  - III. Formation of friendly societies and cooperatives
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
39. Which factor BEST explains the decision of the French Antilles to remain as an overseas Department of France?
- (A) Their love for the French culture
  - (B) Opportunities to join the French military
  - (C) The need to develop their economies
  - (D) They had no links with the British Caribbean

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40. The factor BEST explaining the emergence of cooperatives and friendly societies in the British colonized Caribbean in the 1940s was the
- (A) return of Panama migrants
  - (B) return of the war veterans
  - (C) recommendations of the Moyne commission
  - (D) difficulty in obtaining loans from commercial banks
41. Evangelical churches before 1945 owe their origins in the British colonized Caribbean MAINLY to the
- (A) growth of free villages
  - (B) missionary activity of North Americans
  - (C) encouragement given by the planters
  - (D) leadership of women in the tenancies
42. The MAIN problem faced by black entrepreneurs in the British colonized Caribbean in the 1930s was the inability to
- (A) afford wages
  - (B) purchase land
  - (C) secure loans for expansion
  - (D) obtain goods from Commission merchants
43. The factor which BEST explains the emergence of political parties in the British colonized Caribbean in the 1940s was the
- (A) arrest of popular leaders in the 1930s
  - (B) quest to represent the masses in parliament
  - (C) recommendations of the Moyne Commission
  - (D) recommendation of the Caribbean Labour Congress
44. The factor which BEST explains the collapse of the British West Indies Federation was the
- (A) lack of support by Britain
  - (B) lack of external communications
  - (C) failure of the Montego Bay Conference
  - (D) lack of power and finance for the Federation
45. Some British colonized Caribbean territories obtained independence in the 1960s MAINLY because of
- (A) declining British interest in the Caribbean
  - (B) the break-up of the West Indies Federation
  - (C) pressure placed on Britain by the United States of America
  - (D) relentless pursuit of independence by anti-colonial middle class leaders

MODULE 1		MODULE 2		MODULE 3	
QUESTION	KEY	QUESTION	KEY	QUESTION	KEY
1	A	16	A	31	A
2	C	17	D	32	B
3	A	18	C	33	A
4	B	19	B	34	B
5	A	20	D	35	A
6	D	21	D	36	B
7	D	22	D	37	A
8	A	23	A	38	D
9	A	24	D	39	C
10	B	25	B	40	D
11	C	26	C	41	C
12	D	27	C	42	C
13	A	28	B	43	B
14	D	29	B	44	D
15	B	30	B	45	D



TEST CODE **02127020**

**SPEC 2017/02127020**

**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 ADVANCED PROFICIENCY EXAMINATION®**

**SPECIMEN PAPER  
FOR  
HISTORY**

**UNIT 1 – Paper 02**

*2 hours 40 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. There are THREE sections in this paper ONE on EACH of the three modules.
2. Each section comprises TWO questions: ONE document-based question and ONE essay question.
3. There are SIX questions on this paper.
4. Answer THREE questions, ONE from EACH section.
5. You must answer ONE document-based question and TWO essay questions.
6. 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: MODULE I

**Answer ONE question only from this section**

1. The following extracts relate to the consequences of Spanish settlements in the Caribbean up to 1600. Study them, then answer the question (a) to (d) that follow:

### DOCUMENT I

The Spaniards, seeing that the Indians were dying and declining in numbers ..... and concerned only with their worldly loss and the reduction of their profits... thought that it would be a good idea to replace the natives of Hispaniola.. with Indians from other islands.

*Bartolome de Las Casas,  
Historia de las Indias (1559) in E. Williams,  
Documents of West Indian History, Vol 1  
(Trinidad: PNM Publishing Ltd., 1963), p. 65*

### DOCUMENT II

God has created all these numberless people to be quite the simplest, without malice or duplicity, most obedient, most faithful to their natural lords, and to the Christians, whom they serve.... They are likewise the most delicate people, weak and of feeble constitution, and less than any other can they bear fatigue...

*Bartolome de Las Casas, "A Very Brief Account of the Destruction of the Indies", (1552).  
In George Sanderlin (ed.),  
Witness: Writings of Bartolome de Las Casas, p. 144*

- (a) With reference to **Document I**, give THREE reasons for the decline of the Indigenous population in Hispaniola during the 16<sup>th</sup> century **[6 marks]**
- (b) With reference to **Document II**, explain THREE ways in which the Church contributed to Spanish settlements in the Americas during the 16<sup>th</sup> century. **[9 marks]**
- (c) Based on **Documents I and II**, outline THREE perceptions that the Spaniards had of the Indigenous Peoples **[6 marks]**

- (d) With reference to **Documents I and II**, explain THREE effects of the Spanish colonisation on the Indigenous Peoples' way of life. **[9 marks]**

**Total 30 marks**

2. Examine the claim that West Africans were present in the Americas prior to 1492 is unconvincing.

**Total 30 marks**



**Question No.**

[illegible]

Question No.

[illegible]

**Question No.**

11

[illegible]

**Question No.**

[illegible]

Question No.

[illegible]



## SECTION B: MODULE 2

**Answer ONE question only from this section.**

3. The following extracts are related to the experiences of enslaved men and women in the Caribbean. Study the extracts, then answer parts (a) to (c) that follow:

### DOCUMENT I

“The planters extended their control over slave women’s lives by claiming their children as property. For the slave woman, her most personal possession – her – body- was both an instrument of dominance and resistance. Male plantation owners, other white males on the estates and even black males had access to her body for personal pleasure.”

*Nicole Phillip Women in Grenadian History 1783 – 1983 (University of the West Indies Press, 2010) p. 46.*

### DOCUMENT II

“The Baptists all believe that they are to be freed; they say the Lord and the King have given them free, but the white gentlemen in Jamaica keep it back; they said if they did not fight for freedom they would never get it. I heard them all say this.”

*(Confession of the enslaved man "Binham" , 1831/32. Emancipation War in Jamaica, in Verene Shepherd, “We All Thought the King was on Our Side: Voices of the Enslaved in the Post Slave Trade Abolition Era”, The Arts Journal, Guyana, Vol. 3: 1 & 2 (March 2007), pp. 47 – 65*

- (a) With reference to **Document I**, state TWO methods which were used ONLY by enslaved women to resist planter control.
- [2 marks]**
- (b) With reference to **Document I**, discuss FOUR reasons for the view that enslaved women may have had more reasons to rebel than their male counterparts.

**[12 marks]**

- (c) With reference to **Document II**, discuss FOUR reasons why the enslaved believed that “if they did not fight for freedom they would never get it”.

**[16 marks]**

**Total 30 marks**

4. Discuss the statement “*Strong leadership and favourable circumstances accounted for the success of the Haitian Revolution*”.

**Total 30 marks**



**Question No.**

11

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Question No.

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**Question No.**

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[illegible]



Question No.

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**SECTION C: MODULE III**

**Answer ONE question only from this section**

5. The following extracts relate to the popular protest in the British-colonized Caribbean in the 1930s. Study the extracts, then answer Parts (a) to (d) that follow.

**DOCUMENT I**

Hardly had the echoes of the Trinidad rioting with its tales of horrific savagery died down, hardly had the truth of the causes reached this colony than a series of disorders less extensive in detail but equally destructive to the colony's social and industrial welfare besmirched the fair name of Barbados.

*The Advocate newspaper, July 1937, in W. A Beckles, The Barbados Disturbances, 1937, Bridgetown*

**DOCUMENT II****Report of the Royal Commission 1938-39**

There is a pressing need for large expenditure on social services and development which not even the least poor of West Indian Colonies can hope to undertake from their own resources. We therefore recommend the establishment for this purpose of a West Indies Welfare Fund to be financed by an annual grant of £1,000,000 from the Imperial Exchequer for the period of twenty years, and of a special organisation to administer this fund under the Comptroller. The objects of the fund should be to finance schemes for the general improvement of education, the health services, housing and slum clearance, the creation of labour departments, the provision of social welfare facilities, and land settlement, apart from the cost of the purchase of land.

*House of Commons Parliamentary Papers online. Copyright © 2006 Proquest Information and Learning Company. All rights reserved.*

- (a) With reference to **Document I**, outline THREE ways in which the workers unleashed their “horrific savagery”. **[6 marks]**
- (b) With reference to **Document II**, examine THREE circumstances that prompted the appointment of this commission. **[9 marks]**
- (c) With reference to **Document II**, explain TWO reasons why Britain might have felt compelled to make this grant. **[6 marks]**
- (d) With reference to **Document II**, explain TWO reasons for funding for “Labour Departments”. **[9 marks]**

**Total 30 marks**

- 6.** Examine the causes of the protests in the Caribbean during the 1930s.

**Total 30 marks**



**Question No.**

[illegible]

Question No.

[illegible]

**Question No.**

11

[illegible]

Question No.	
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[illegible]

**Question No.**

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**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

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HISTORY

UNIT 1 – PAPER 02

SPECIMEN PAPER

KEY AND MARK SCHEME

## SECTION A: MODULE I

### Question 1

(a) Reasons for decline

- **Diseases**

Europeans brought many Old World diseases to the Americas; centuries of isolation of the New World from the old meant that the indigenes had no prior exposure to these microbes and viruses; therefore their bodies had no chance to build up natural resistance to the diseases of Europe

Smallpox, influenza, measles had a devastating effect on the Indigenous peoples.

- **Encomienda**

Malnutrition and overwork under the Encomienda system; little or no time to cultivate their conucos.

Indigenous peoples were enslaved under the encomienda system; this forced them to work in the mines searching for gold; unaccustomed to this type of work led to the death.

Enslavement of indigenous people against the wishes of the crown led to their death.

- **Resistance**

Rather than endure the rigours of enslavement Indigenous peoples resisted the Spaniards.

Suicides, group suicides, infanticide

### **Warfare**

Killed in battles with the Spaniards; scenario of conquest or 'the Just War'.

"The Just War" as Hispanic, Catholic doctrine justified the use of aggression/force/violence on the Indigenes, if they resisted. After the reading of THE REQUIREMENT,

if Indians showed resistance to conquest or resistance to Christianization, the Crown authorized use of the Just War.

Colonists' perception of indigenous people as uncivilized led to their treatment and eventual deaths

The colonists/conquistadores used force as sport/genocide.

Torture and execution by Spaniards

***Any THREE reasons clearly given, 2 marks each  
Points partially elaborated, 1 mark each.***

***[6 marks]***

(b) Ways in which the Church contributed

- **Assistance in subjugation of the Indigenous Peoples**

They pacified the people

They resided among them and taught them the Spanish ways, including language

They transferred Spanish values; e.g. monogamous marriages.

Priest like Las Casas attempted to establish communities where the Indigenous peoples could live in harmony with the Spaniards

- **Christianisation of the Indigenous peoples**

Proselytization of the Indigenous Peoples

Destroyed temples of the Indigenous Peoples

Destroyed the images of their gods, e.g. zemis

- **Protection of Indigenous Peoples by Las casas and Montesinos from the abusive treatment of the Spanish settlers.**

Montesinos and Las Casa were the leading spokesmen for good treatment of the Indigenous peoples

The protested to the crown about the poor treatment of the peoples who were seen as subjects of the crown

Laws of Burgos were implemented

The passage of the New Laws of Burgos (1542)

- **Establishment of educational and social institutions like schools, asylums and hospitals.**

Censorship of ideas and extension of the Spanish inquisition

Regulated the books which came into the colonies

Punished heretics, including all who were not loyal to the Crown

Set up seminaries and universities

*Any THREE ways clearly explained, 3 marks each*

*Points partially elaborated, 2 marks each.*

*Points stated without elaboration, - 1 mark each*

*[9 marks]*

- (c) **Perceptions of Indigenous Peoples were based on Euro-centric beliefs**

- The Europeans thought that they were superior human beings to people who were non-Europeans and non-Christians. They perceived the Indigenous Peoples to be inferior, uncivilized and heathens.

- The Indigenous peoples had no souls and therefore were fit for exploitation.
- They had no morality. They had no understanding of what was good
- They had no culture. All the institutions of the Spaniards were different from the Indigenous peoples.

***Any THREE ways clearly outlined, 2 marks each***

***Points partially elaborated, 1 marks each.***

***[6 marks]***

(d) Effects on the way of life.

- In the Spanish islands, virtual disappearance of the people as a distinct ethnic people.
- Demographic failure due to disease and wars of conquest.
- Undermining of the political system: some leaders were retained but with Spanish authority rather than their own.
- Conucos were destroyed by the animals brought by the Spaniards and they were overcultivated.
- They were forced to move from being subsistence producers to become surplus producers for export.
- They produced crops desired by the Spaniards and their indigenous production suffered.

- Cultural erosion: the Spaniards Catholicism, and other symbols of their culture were undermined
- Top leaders were destroyed along with their authority.
- On the mainland commoners were treated as tenants
- The establishment of the encomienda system led to the destruction of the Indigenous peoples by placing them at the disposal of the Spaniards who were expected to Christianize, clothe and feed them
- The system broke down into one of forced labour and became a system of Amerindian slavery instead
- The natives were subjected to a variety of physical, emotional and psychological abuses, families were torn apart, and females were sexually exploited. The priests and clergy did nothing to stop the abuses carried out by the encomenderos.
- The encomienda system led to wars of resistance, which further devastated their numbers, some committed suicide.

***Any THREE features clearly discussed, 3 marks each***

***Points partially elaborated, 2 marks each.***

***Points stated without elaboration, - 1 mark each***

***[9 marks]***

## Question 2

Examine the claim that West Africans were present in the Americas prior to 1492 is unconvincing.

### 1. Overview

- Candidates should give a full explanation of Ivan van Sertima's thesis and a position statement.
- The response should demonstrate an understanding that this thesis has been challenged.

### 2. Claim of pre-1492 West African presence

- Claims of a pre-Columbian presence in the Americas are made by Ivan van Sertima in his book 'They Came Before Columbus'.
- According to van Sertima, Africans arrived in the Mesoamerican area before the Europeans
- His claim is that long before the arrival of the Europeans, there was evidence of some contact between some Indigenous Peoples of the Americas and traders/explorers from Africa.
- They arrived sometime in the late 13<sup>th</sup> and early 14<sup>th</sup> century from the Mali empire and that, led by their emperor, Abubakari II, they made the Atlantic crossing in African wind powered boats.
- Van Sertima further suggests that the Indigenous People in Mesoamerica associated Abubakari with the Aztec god Quetzalcoatl and accorded the Malians royal status
- Candidates should distinguish between some accidental landings of Africans, and a semi-permanent 'presence'. They should indicate that the former is unproven is quite possible, latter most likely

### 3. Archaeological evidence of West African Presence

- Archaeological findings provide more substantial evidence to support the claim: the main evidence lies in apparently Africanised artefacts which were found in parts of the Americas and which were dated from earliest indigenous civilisations up to the period immediately preceding the Columbian arrival
- These artefacts were deemed to be Africanised because the images and figures had features that were of African origin in their "colouration, fullness of lip, kinky hair, identifiable coiffures, head kerchiefs (van Sertima 1976: xiv)
- Sertima pointed to particular evidence; the figure of a black woman found in Vera Cruz; the sculpture of a negroid head found in El Salvador; he argued that there was a Mande influence in Mexico, that this was reflected in the sculpting of Mandingo heads by the Indigenous peoples.
- Baptiste and Okenve (Jemmot et al, 2010 pp 48 - 51) argue that van Sertima has not clearly proven his thesis. The archaeological evidence is weak as there are other possible explanations. For example, there is the view that weathering of stone images could have changed the features.
- These include the fact that cultural similarities may be a result of shared/common human origins ("Out of Africa migrations")
- There are other competing interpretations including the possibility that the archaeological finds may point to the earliest encounter with the Spaniards who had Africans in their entourage



#### **4. Oral and linguistic evidence of West African Presence**

- Van Sertima based his claim partly on the grounds of African linguistic continuities in the oral culture of some Indigenous Peoples.
- Students should indicate that most historians regard this as a weak evidentiary base as these cultures were not literate and these oral claims would have to be subject to the same limitations as the Vikings sagas as accuracy in transition/memory, exaggeration, misinterpretation by transcribers.

#### **5. Linguistic evidence of West African presence**

- Another indication of this presence is to be found in Indian accounts told to the Spaniards that they had received an alloy "guanine" from the Africans.
- The claim is that the process of combining copper, silver, gold and other minerals originated in African.
- Gaunine is of Africa linguistic origin and is traced to languages of the Mandigo, Bambara and the Mande on the West African coast.
- Columbus' account of seeing men with African features in the Americans.

#### **6. Evidence of West African presence from technology**

- Technology was in place as Africans had papyrus reed boats that were seaworthy and cross the Atlantic.
- John Thornton critique this theory He argued that although the westward-flowing Equatorial current would have made African voyages to the Americas possible, Africans could not develop the expertise necessary for deep-sea navigation because their experience was limited to short voyages in calm seas.

- The technological evidence is strong in relation to African skills in boat building.

## **7. Evidence of West African presence from geography**

- Van Sertima argued that the crossing between Africa and the Americas would have been made possible by Trans-Atlantic ocean currents
- Thornton argued however, that the successful return of the Africans would have been impeded by outgoing currents.
- Thornton stated that van Sertima "has to acknowledge that these voyages, if they occurred at all, were accidental and initiated no transatlantic commerce. (Thornton, 2000, pp 56 - 57)
- The geographical claims are at best logical as there is no evidence that Africans actually traversed the Atlantic.
- Recent experiments challenged Thornton arguments.

## **8. Botanical evidence**

- Similarity of plants found in the two regions led van Sertima to argue that there was contact.
- But such plants were also found in Asia and so this weakens the arguments.

## **9. Conclusion**

- While there is much evidence to support the claims made by van Sertima, it is obvious that the claim is not without challenge.
- It is difficult to say that the thesis is not proven because there is some evidence of the ability of the Africans to have developed the technology to take the

journey across the Atlantic and that the winds and currents of the Atlantic would have facilitated their journey.

- There is enough evidence to make this thesis plausible
- The actual evidence as to the arrival of Africans has been challenged by historians in the relation to actual evidence that the Africans made the journey; the evidence seems tenuous.
- Debate and controversy are part of the work of historians

**An excellent response should discuss at least 5 points**

LEVELS	UNDERSTANDING THE DEMANDS OF THE QUESTIONS	POINTS	CRITERIA	MARKS
5	Excellent	5	<ul style="list-style-type: none"> <li>• Wide-ranging information and high level of analysis;</li> <li>• Excellent understanding of different historical interpretations;</li> <li>• Very well structured and fluently written.</li> </ul>	25-30
4	Very good	4	<ul style="list-style-type: none"> <li>• Information is appropriate and there is reasonably good analysis;</li> <li>• Good understanding of different historical interpretations;</li> <li>• Clearly expressed and coherent.</li> </ul>	19-24
3	Satisfactory	3	<ul style="list-style-type: none"> <li>• Information is appropriate and there is some analysis;</li> <li>• Some understanding of different historical interpretations;</li> <li>• Clearly expressed with reasonable coherence.</li> </ul>	12-18
2	Limited	2	<ul style="list-style-type: none"> <li>• Contains some information but limited analytical links;</li> <li>• Limited understanding of different historical interpretations;</li> <li>• Some coherence but expression is limited.</li> </ul>	6-11
1	Weak	1	<ul style="list-style-type: none"> <li>• May contain some descriptive information but loosely linked to question;</li> <li>• Little if any awareness of differing historical interpretations;</li> <li>• Lacks coherence and expression.</li> </ul>	0-5

**[ 30 marks ]**

## SECTION B: MODULE II

## Question 3

(a)

- Abortion - methods used to abort or attempt to abort.
- Prolonged lactation - prolonged breast feeding of babies up to age three or older.

*Two ways clearly explained - 1 marks each*

*[2 marks]*

(b)

- Role as main producers of sugar after 1780's in most islands in the region. Provide statistical data from at least two countries showing the number of females outnumbering males in the fields. Women were expected to perform the same field duties as men, from sunrise to sunset.
- Role as reproducers - expected to reproduce new enslaved people. Women were thus expected to perform a dual role as producer and reproducer. At the onset of the end of the transatlantic trade in Africans planters sought to encourage slave women to breed by providing incentives.
- Punishment of pregnant women (hole dug in the ground to accommodate the unborn child in her stomach).
- Poor diet - excess use of carbohydrates, little protein or fat, protein deficiency diseases. Diet provided little nutrients for women's bodies to be able to effectively conceive, or to effectively recover in the postpartum period.
- Field or domestic enslaved women were subject to sexual harassment or abuse from white estate owners or overseers or elite enslaved men.
- High incidence of maternal mortality among enslaved women - give at least two examples from one or two countries.

*Any four points clearly discussed - 3 marks each*

*Points partially clear - 1-2 marks each*

*[12 marks]*

(c)

- Measures introduced by the British Government i.e. the Slave Registration Act 1815 and Amelioration Act 1823 did little or nothing to improve their lot as enslaved persons. The British slow process was not meeting their needs thus they were not prepared to accept emancipation as a dispensation from above.
- The success of the Haitian Revolution of 1791 stood as a beacon of hope for the enslaved throughout the region. The radicalism germinated by its success served as a motivator to other enslaved to take up arms as well.
- Working and living conditions on the estates remained unchanged, i.e. Strenuous work regime – worked for 10 hours per day in the Eastern Caribbean and 12 hours per day in Jamaica. Unsanitary living conditions – led to areas being rife with diseases: worm infestation, water borne disease. Caribbean slave societies therefore saw a natural decrease rather increase in its slave population.
- Restrictions to their social and economic status remained unchanged, i.e. They were still considered enslaved people and as such stood at the bottom of the social ladder and were the property of their master. They could sell at the local markets but could not engage in the purchase of land for example, as an enslaved person. Elite male slaves though sent out for hire where only given a small percentage of the money earned.
- They were still subject to punishment by their owners or overseers for the slightest offences, including, whipping, branding, amputation, being made to eat their own excreta.
- Restrictions were still placed on their family relations i.e. they could not be legally married; they could be sold or sent off for hire to another estate.

***Any four ways clearly explained – 4 marks each***  
***Points partially clear – 2 marks***

***[16 marks]***

#### Question 4

##### Overview

- Candidates should declare a thesis statement which indicates their view on the statement '**strong leadership and favourable circumstances accounted for the success of the Haitian Revolution**'.

#### SALIENT POINTS:

##### Strong leadership

- The enslaved army found strong leadership in Boukman, Toussaint L'Ouverture, Jean Jacques Dessalines and Henri Christophe.
- Military:
  - (a) Boukman used his employ as a coachman to move around the plantations and plan the revolt. Being a voodoo priest he gained the awe and respect of his men.
  - (b) Toussaint was an excellent strategist and tactician. i.e. he joined the invading Spanish army to get training for his men, he joined the radical French Jacobin army in the fight to abolish slavery. He was a superb organiser in establishing his men as a formidable fighting force. He choose excellent and capable lieutenants in the persons of Dessalines and Christophe.
  - (c) Dessalines rallied the slave after Toussaint fell and kept a large army for the duration of his tenure.
- Economic Policies
  - (a) Land holding and agriculture system developed - fermage system - re-cultivated and abandoned estates. This strategy was started by Toussaint and followed by Dessalines and Christophe.
  - (b) Establishment of a uniform value for the local currency - the gourd.
  - (c) Trading relations established with the United States under Dessalines rule and maintained under Christophe.

- Political Policies

- (a) Establishment of political independence after all foreign forces were defeated under Toussaint.
- (b) Establishment of the post of Governor along with a central assembly that acted as an executive body under Toussaint.
- (c) Establishment of an independent Haiti 1<sup>st</sup> January 1804 under Dessalines.

### **Favourable Conditions**

- France was in a state of revolution. Each social class in St. Domingue/Haiti used the watchwords 'Liberty, Equality or Fraternity' to accomplish their own ends. The Grand Blancs were the first to rebel followed by the Mulattoes and then the enslaved.
- Failure of the Concordat - agreement between the Grand blancs and the Mulattoes that would have acted as an alliance against the enslaved army. The failure of the Grand Blancs to include the mulattoes in the 1790 law that allowed all persons over age 25 with certain property qualifications the ability to vote, thwarted any possible compromise between the two groups and allowed for enslaved armies to fight each group individually.
- The rise to prominence of the Radical Jacobin leadership in France - by February 1794 the abolition of slavery in all French colonies.
- Diseases like yellow fever decimated the foreign troops sent against the enslaved army, British, French and Spanish.
- Use of mountainous terrain, provided excellent cover for the guerrilla type warfare employed by the enslaved army.



Excellent responses must include at least 2 well developed points from each sub-section (military, political and economic) strong leadership as well as 3 well developed points on favourable circumstances.

LEVELS	UNDERSTANDING THE DEMANDS OF THE QUESTION	POINTS	CRITERIA	MARKS
5	Excellent response	9	Wide-ranging information and high level of analysis: Excellent understanding of different historical interpretation; very well structured and fluently written	25-30
4	Very good	7	Information is appropriate and reasonably good analysis; Good understanding of different historical interpretations; Clearly expressed and coherent	19-24
3	Satisfactory	5	Information is appropriate and some analysis; Some understanding of different historical interpretations; Clearly expressed with reasonable coherence	12-18
2	Limited	3	Contains some information but limited understanding of different historical interpretations Some coherence but expression is limited	6-11
1	Weak	1	May contain some descriptive information but loosely linked to question Little if any awareness of differing historical interpretation Lacks coherence and expression is weak	0-5

## SECTION C: MODULE III

## Question 5

(a) Ways in which the rioters in the Caribbean unleashed their "horrific savagery".

- During the rebellion, rioters attacked police officers because they tried to protect the property of the business class. Police officers were also attacked because they were responsible for the arrest of popular leaders such as Soberanis, Payne and Butler.
- Rioters attacked and destroyed buildings in the cities (Kingston and Bridgetown) and oil fields in Trinidad. In Bridgetown, for example, the rebels attempted to burn the Barbados Mutual Life Assurance Society Building. This represented an attack on wealthy class whom they blamed for their socio-economic plight.
- Rioters raided shops for food such as flour, rice, corned beef and ham. Some of these rioters were hungry, while others took the opportunity to plunder the shops. Others believed that the prices at the grocery shops were unaffordable.
- The rebels also attacked sugar plantations. They appropriated yams and potatoes as well as stock - cows and sheep - owned by the plantations. They did this because the plantations had resorted to a low-wage regime for nearly 100 years. Plantation equipment was removed in Belize.
- The rioters sometimes attacked some White employer and other workers who supported the planter-merchant class. In addition, members of the government were physically attacked. For example, in St. Lucia the workers assaulted the Attorney General and the Governor.

*Three ways clearly outlined – 2 marks each*  
*Points partially clear – 1 mark each*

**[6 marks]**

(b) Circumstances that prompted the appointment of the commission

- The widespread poverty in the Caribbean:
  - Housing small and dilapidated. Some houses measure 12x10 or 16x 9 and contained 8-10 persons
  - Lack of good potable water. Drinking water came from wells, springs and ponds. This created conditions for the spread of diseases such as typhoid and dysentery.
  - Poor wages paid to agricultural workers: For example, 10 cents a day for adult males; women got 8 cents a day and children 6 cents in Barbados.
- Widespread rebellions and demonstrations in Belize, St. Vincent, St. Lucia, Trinidad, Barbados and Jamaica
  - The rebellions caused loss of life, destruction of property, threats to businesses, loss of productivity when a strike occurred.
- British troops were required to intervene in St. Vincent, St. Lucia, Barbados and Trinidad to suppress these rebellions
  - This presented a picture of anarchy in the British controlled areas.
- The economies of the British Caribbean were weak.
  - The economies were largely mono-crop: In Barbados, for example, this only provided work for 30,000 out of a population of over 200,000;
  - The Great Depression led to a decline in exports from Jamaica to the US and Canada.
  - Many migrants to Panama returned to fill the ranks of the unemployed.

***Any THREE circumstances clearly examined, 3 marks each  
Points partially elaborated, 2 marks each.***

***Points stated without elaboration, - 1 mark each***

***[ 9 marks]***

(c) Reasons why Britain might have felt compelled to make the grant

- **Britain had Responsibility as 'mother country'.**
  - The West Indian colonies belonged to Britain. As mother country she might be accused by the colonists and other imperial powers of neglect.
  - Britain had not given the colonies any financial grant for social services for a very long time.
- **Britain had gained financial rewards in the past**
  - Britain benefited from colonial exports from Trinidad (oil), sugar (ALL), molasses, rum, cotton, coffee (Jamaica and Guyana), Spices (Grenada, St. Vincent, St. Lucia) bananas (Jamaica and the Windwards)
  - British manufactured goods found a markets in the colonies.
  - Blacks in the Caribbean provided slave labour and wage labour at a very low cost to British-owned plantations. For example, the Earl of Harwood owned plantations in Guyana, Jamaica and Barbados throughout the period of slavery and well into the twentieth century

*Two reasons clearly explained – 3 marks each*

*Points partially clear – 2 mark each*

*For stating the reason only --- 1 mark each*

**[6 marks]**

(d) Reasons for funding for labour departments

- The major source of discontent in the 1930s came from labour issues such as the absence of workmen's compensation, no collective bargaining, poor working conditions and long hours of work. A labour department would address these issues.
- It was hoped that the labour department would discuss matters with emergent trade unions and the employers in order to reduce conflict.
- The labour departments needed funding for staff and its day-to-day operations.
- Britain recognized that the employers were hesitant in creating such organisations in the Caribbean. Employers felt that labour departments would work against their interests.

***Any THREE reasons clearly explained, 3 marks each***

***Points partially elaborated, 2 marks each.***

***Points stated without elaboration, - 1 mark each***

***[9 marks]***

## Question 6

### Introduction

**General statement** (3-4 lines) of protests in Belize, St. Vincent, Trinidad, Barbados and Jamaica; Lives were lost, persons were injured and property destroyed, causing the British military and the local police to intervene.

**Outline of main points:** Colonial and imperial neglect; social and economic deprivation; race and labour consciousness; the primacy of labour issues; and the arrest of labour leaders which triggered the rebellions.

#### **1. Arrest of labour leaders. Labour leaders such as Soberanis, Butler, and Bustamante clashed with the local authorities.**

- They were the ones to hold political meetings before large crowds.
- They had formed trade union organizations, which the oil field employers, the planters and the merchants deemed a threat.
- Crowds prevented the arrest of leaders because they felt that they were placing their grievances on the agenda of the government.
- When leaders were arrested or deported, crowds rushed to their assistance, sparking outbreaks.
- The elite viewed these labour leaders as political agitators who wished to stir up trouble.

#### **2. Colonial neglect helped to create poor living conditions in the Caribbean**

- Colonial authorities, mainly the white planter-merchant class, controlled the Legislative Councils and Assemblies and passed laws that supported their enterprises.

- The authorities were extremely slow in creating programs for the following: slum clearance, health care facilities, housing, and education.
- The lack of educational facilities led to illiteracy and discontent, resulting in rebellion; Poor housing also led to hardship and discontent, especially when the lower classes compared their housing to those of the upper classes.

### **3. Imperial neglect was widely recognized as a cause of the rebellion**

- Britain, as colonial power, had a responsibility to provide for the social and economic development of the colonies and its people.
- Britain provided commissions to investigate the problems of the colonies, but did not advance grant funding.
- The lack of grant funding contributed to the poverty that existed, as this could have gone a long way in building schools and hospitals, which had a direct impact on the lives of the poor.

### **4. The rebellions were caused directly by a plethora of labour grievances which were placed on the agenda by labour leaders**

Some issues were:

- The payment of wages far below the cost of living (20 cents per day for agricultural workers in Barbados) and the refusal of the employers to give wage increases even in the Trinidad oil field where enterprises were more viable.
- The absence of legally recognized trade unions
- The long working hours (12) for drivers and conductions
- The absence of workmen's compensation legislation, particularly in an environment (sugar factories and oil field) where workers were sometimes killed or injured.

- A negative reaction to those demands created demonstrations which eventually led to open conflict

##### **5. The economic conditions deteriorated because of the Great Depression in the United States.**

- The Depression, 1929-1934, resulted in the rise of commodity prices in the US. Thus the price of beef, flour, fish and butter increased in the 1930s, causing more hardship for Caribbean workers
- The Depression led to a falloff in demand for products exported from the Caribbean to the United States such as coffee, molasses, sugar, bananas. When exports dropped, employers in the Caribbean resorted to layoffs, causing hardship for workers.
- The Depression in the United States resulted in about 12-15 million people being unemployed there. This led to the return of many Caribbean migrants.
- High US unemployment also led to the decline in remittances from the US.

##### **6. The rebellions were spurred by events which raised race and labour consciousness**

- The establishment of Garvey's Universal Negro Improvement Association created race consciousness. Workers were conscious of the huge material differences between the races in the Caribbean, and interpreted this as racial domination.
- The war between Italy and Ethiopia in 1935/1936 was seen as a white country trying to destroy defenseless Africans. Caribbean people received the news of this conflict on a daily basis and it annoyed them
- In Caribbean societies racism was practiced in schools, recreational clubs and in large white-owned companies. Workers fought in the 1930s to put an end to this.



**7. The return of the war veteran and the Panama migrants also helped to raise political consciousness.**

- War veterans such as Captain Arthur Andrew Cipriani returned to establish a political party; while Clennel Wickham of Barbados returned and became a newspaper editor, championing the cause of the workers.
- The veterans were aware of better conditions for in the US and UK and wanted to achieve this for the Caribbean
- The Panama migrants had worked for higher wages in Panama under a US company regime. They felt that trade unions would help to improve conditions in the workplace

**Conclusion**

Summary of main points, emphasizing the role of poverty in the outbreak of rebellions.

Discuss the position that workers were led to revolt by political agitators

Include a brief discussion on the impact of the rebellions with reference to the Royal Commission of 1938/39 and its recommendations.

Excellent responses must include 5 points from both parts of question (challenges faced and responses to).

LEVELS	UNDERSTANDING THE DEMANDS OF THE QUESTION	POINTS	CRITERIA	MARKS
5	Excellent response	5	Wide-ranging information and high level of analysis: Excellent understanding of different historical interpretation; very well structured and fluently written	25-30
4	Very good	4	Information is appropriate and reasonably good analysis; Good understanding of different historical interpretations; Clearly expressed and coherent	19-24
3	Satisfactory	3	Information is appropriate and some analysis; Some understanding of different historical interpretations; Clearly expressed with reasonable coherence	12-18
2	Limited	2	Contains some information but limited understanding of different historical interpretations Some coherence but expression is limited	6-11
1	Weak	1	May contain some descriptive information but loosely linked to question Little if any awareness of differing historical interpretation Lacks coherence and expression is weak	0-5



TEST CODE **02227010**

**SPEC 2017/02227010**

**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**

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**HISTORY**

**SPECIMEN PAPER**

**Unit 2 – Paper 01**

***1 hour 30 minutes***

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
3. Look at the sample item below.

Sample Item

One important result of the French Revolution was that

- (A) France lost its spirit of nationalism
- (B) political power shifted to the bourgeoisie
- (C) France enjoyed a lengthy period of peace and prosperity
- (D) the church was restored to its former role and power in the French government

Sample Answer



4. The best answer to this item is “political power shifted to the bourgeoisie”, so answer space (B) has been shaded.

---

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1. Which of the following was NOT at the heart of 18<sup>th</sup> century European Enlightenment?
  - (A) Rulers should not be given absolute power
  - (B) Natural laws govern both the physical and natural world
  - (C) Reason should not be applied to religious thinking
  - (D) Natural rights are inalienable
2. Enlightenment did not affect Europe in which of the following ways?
  - (A) literary societies were developed
  - (B) political revolutions developed in Europe
  - (C) there was less censorship of printed material
  - (D) absolutism remained in tact
3. The incident which was the IMMEDIATE cause of the American War of Independence is the
  - (A) Intolerable Acts
  - (B) Boston Massacre
  - (C) Coercive Acts
  - (D) closure of the Boston Port
4. The American Revolution had a negative impact on the British Caribbean. In which of the following ways did it MOSTLY affect the British Caribbean?
  - (A) Increased shipping cost
  - (B) There was a scarcity of food supplies
  - (C) Insurance and freight rates skyrocketed
  - (D) There was the loss of American protection
5. What were the grievances of the MAIN social groups in France in 1789?
  - I. Peasants resented the disproportionate burden of taxation
  - II. Towns people were confronted with economic slump and unemployment
  - III. The aristocracy and clergy resisted attempts to abolish their tax exemptions and privileges
  - (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
6. What was the significance of the King summoning the Estates general in 1789?
  - (A) It signalled the royal efforts to reform finances
  - (B) The king's authority was confirmed in France
  - (C) An indication that France had reached a crisis situation
  - (D) Estates were reformed
7. How did the American Revolution influence the French Revolution?
  - I. It supplied a practical example of a successful revolution
  - II. French soldiers who served in the war in America returned to France with ideas of democracy
  - III. France's participation in the war in America contributed to bankruptcy
  - (A) I only
  - (B) II only
  - (C) I and III only
  - (D) I, II and III

GO ON TO THE NEXT PAGE

8. Which of the following factors contributed to the process of rapid industrialisation in the United States between 1865 and 1900?
- I. The Civil War of 1861–1865
  - II. Government support in form of tariffs, legislation and judicial protection
  - III. Immigration which supplied an inexhaustible supply of cheap labour
- (A) I only
  - (B) I and II only
  - (C) I and III only
  - (D) I, II and III
9. What was said to be the MAIN basis of industrialisation in the United States?
- (A) The spirit of nationalism
  - (B) The emphasis which Americans placed on hard work
  - (C) The abundance of natural resources
  - (D) Foreign investments made by the Americans
10. Which of the following does NOT embody the notion of Manifest Destiny?
- (A) Protecting its citizens in foreign countries
  - (B) Justifying the seizure of territory
  - (C) Believing in their moral duty to civilize the 'backward' peoples
  - (D) Spreading their own version of democracy
11. According to Eric Williams, the benefits from colonial trade contributed in a massive way to British industrial development. This was so because
- (A) Britain levied duties on Caribbean sugar, rum and cotton
  - (B) Caribbean colonies supplied most of the raw materials
  - (C) the profits from the trade were reinvested into the British economy
  - (D) the goods manufactured were resold to the Caribbean
12. Which of the following was NOT a consequence of British industrialization?
- (A) Abolition of the slave system
  - (B) Mercantilism gave way to free trade
  - (C) An increased dependence on colonial products
  - (D) Difficulties by Caribbean colonies in competing in the global market
13. Which of the following could NOT have been a cause of American industrialisation?
- (A) The growth of urbanisation
  - (B) The development of an agricultural system
  - (C) Innovative and enterprising individuals
  - (D) Technological inventions and innovations
14. The term 'iron horse' which became popular with American industrialisation referred to
- (A) the steel industry
  - (B) steam powered ships
  - (C) the automobile industry
  - (D) the steam-powered railway

GO ON TO THE NEXT PAGE

15. Which of the following policies did NOT govern United States relations with the Caribbean and Latin America up to 1917?
- (A) Manifest Destiny
  - (B) Dollar Diplomacy
  - (C) The Good Neighbour Policy
  - (D) The Roosevelt Corollary to the Monroe Doctrine
16. Which of the following was the first organized political party to call for self-government in Ghana?
- (A) The Ghana Congress Party
  - (B) The Convention People's Party
  - (C) The National Liberation Movement
  - (D) The United Gold Coast Convention Party
17. Which of the following leaders was responsible for the slogan "Self-government now"?
- (A) Walter Sisulu
  - (B) Jomo Kenyatta
  - (C) Nelson Mandela
  - (D) Kwame Nkrumah
18. With whom is the term Positive Action associated?
- (A) Julius Nyerere
  - (B) Kwame Nkrumah
  - (C) Mahatma Gandhi
  - (D) Jawaharlal Nehru
19. Which of the following was NOT a weapon of the Positive Action campaign in Ghana?
- (A) Legitimate political action
  - (B) Affirmative economic action
  - (C) Newspaper and educational campaigns
  - (D) The application of non-violent strikes and boycotts
20. The Triple Alliance was formed by which of the following countries?
- (A) France, Britain, Italy
  - (B) Britain, Russia, France
  - (C) Germany, Austria-Hungary, Italy
  - (D) Russia, Germany, Austria-Hungary
21. Which countries formed The Triple Entente?
- (A) Austria, Italy, Britain
  - (B) Britain, France, Russia
  - (C) Germany, Austria, Italy
  - (D) France, Germany, Russia
22. Which of the following statements is TRUE of the Russian Revolution of March 1917?
- (A) The Russian Empire collapsed with the abdication of Tsar Alexander III and a communist regime was installed
  - (B) The Tsarist autocracy was dismantled which led to a formation of a capitalist state
  - (C) The Ancient regime was replaced by a Socialist Democratic system led by Trotsky
  - (D) The Romanov monarchy crumbled, leading to the installation of a Provisional Government

GO ON TO THE NEXT PAGE

23. Which of the following resulted in the Russian Revolution of March 1917?
- I. The incompetence of Tsar Nicholas II in WWI
  - II. The rapid industrialization of Russia
  - III. The growing and politicized urban work force
- (A) III only
  - (B) I and II only
  - (C) I and III only
  - (D) I, II and III
24. Which of the following was the PRIMARY function of The League of Nations?
- (A) To prevent wars through collective security and disarmament.
  - (B) To protect minorities and native inhabitants throughout Europe.
  - (C) To promote international cooperation in relation to humanitarian aid.
  - (D) To promote international cooperation against drug and human trafficking.
25. Between 1871 and 1914 all of the factors below served to undermine international stability EXCEPT
- (A) European powers engaged in a new wave of Imperialism in Africa and Asia
  - (B) the British Colonial government's promise to grant political concessions to India
  - (C) the rise of Germany in Europe aroused fear and encouraged the growth of alliances
  - (D) the expansion of nationalists groups demanding self-determination threatened old Empires
26. After what event did the call for political independence gain significant momentum in India?
- (A) The Indian Mutiny of 1857
  - (B) The end of World War II in 1945
  - (C) The Amritsar Massacre of 1919
  - (D) The information of the Indian National Congress in 1885
27. What was the IMMEDIATE cause of the Russian Revolution of February 1917?
- (A) The Tsar's frequent dissolution of the Duma
  - (B) Russia's disastrous involvement in World War I
  - (C) The Government's rampant acts of corruption and inefficiency
  - (D) The widespread discontent of the ethnic minorities in the Russian Empire
28. The Provisional Government in Russia was replaced in October 1917 by the
- (A) Bolsheviks
  - (B) Romanovs
  - (C) Mensheviks
  - (D) Petrograd Soviets

29. The Fascists rose to power in Italy under the leadership of Benito Mussolini who promised to
- (A) create a well-organized, efficient and militaristic state that promoted nationalist pride
  - (B) allow criticism of the government and practice non-violence against opposition in the Parliament
  - (C) emphasize the central control of the government, making industrial growth their main goal
  - (D) spend Government revenue on the military industrial production of tanks, airplanes and other goods
30. Adolf Hitler's book *Mein Kampf*, 1925, did NOT detail his radical ideas on
- (A) Anti-Semitism
  - (B) Anti-socialism
  - (C) Anti-Bolshevism
  - (D) German nationalism
31. The MOST vocal supporters of reparation in the 1930s were
- (A) academics
  - (B) rastafarians
  - (C) the Jamaica Reparation Commission
  - (D) the CARICOM Reparation Commission
32. The Ten Point Action Plan for Reparatory Justice was developed by
- (A) Minister Mile Henry
  - (B) the Jamaica Labour Party
  - (C) Prime Minister Ralph Gonsalves
  - (D) the CARICOM Reparation Commission
33. The ONLY country in the Caribbean that paid compensation in exchange for the recognition of its independence was
- (A) Haiti
  - (B) Jamaica
  - (C) Barbados
  - (D) Guadeloupe
34. At Emancipation, Britain paid compensation to the Planters in the sum of
- (A) \$20 million
  - (B) \$30 million
  - (C) £20 million
  - (D) £30 million
35. Which of the following was NOT an anti-Apartheid activist in South Africa?
- (A) Walter Sisulu
  - (B) F.W. de Klerk
  - (C) Desmond Tutu
  - (D) Winnie Mandela
36. The author of "I write what I like" was
- (A) Steve Biko
  - (B) Oliver Tambo
  - (C) Julius Malema
  - (D) Nelson Mandela
37. The African National Congress was founded in
- (A) 1712
  - (B) 1812
  - (C) 1912
  - (D) 2002



38. The MAIN objective of the African National Congress was to
- (A) return stolen land to the people of South Africa
  - (B) unite the African people and spearhead the struggle for fundamental change in South Africa
  - (C) unite all whites to defeat the anti-Apartheid movement for fundamental change in South Africa
  - (D) design a Freedom Charter for South Africa
39. What is the chronological order in which the following events occurred?
- I. The Sharpsville massacre
  - II. The formation of the Truth and Reconciliation Commission
  - III. The release of Nelson Mandela from Prison
- (A) I, II and III
  - (B) I, III and II
  - (C) II, I and III
  - (D) III, II and I
40. Which of the following was NOT a strategy used by people outside of South Africa to protest Apartheid?
- (A) Composing inspirational and revolutionary music
  - (B) Occupying banks that invested in South Africa
  - (C) Sending in troops to rescue Nelson Mandela from prison
  - (D) Boycotting South African goods
41. The term “Frontline States” was used to describe
- (A) states that contributed the most money to the rebuilding of South Africa
  - (B) European countries that supported the white regime in South Africa
  - (C) states that placed themselves in front of the Apartheid army in South Africa
  - (D) neighbouring countries that helped South Africa’s anti-Apartheid activists
42. The Truth and Reconciliation Commission of South Africa was criticized because
- (A) it did not prosecute policemen
  - (B) it failed to record the stories of Black victims
  - (C) it did not grant amnesty to those who had committed political crimes on both sides
  - (D) it failed to mandate an adequate and multi-dimensional reparations settlement

43. Compensation was NOT paid to the enslavers by the British Government, for which of the following?
- (A) Education for the freed people
  - (B) Loss of “property” in enslaved Africans
  - (C) For maintaining the viability of the plantations
  - (D) Ensuring planters’ acceptance of the Apprenticeship System
44. Which of the following arguments was used to justify reparations for slavery?
- (A) The British economy was plunged into decline
  - (B) The slave system established Britain as a super power among nations
  - (C) African labour was responsible for Britain’s development as a Nation State
  - (D) Slavery transformed Britain’s economy to sustainable industrialization
45. The European countries from which the Caribbean countries are demanding reparation have refused to pay because
- (A) they believe that present countries cannot be held responsible for acts carried out by their ancestors
  - (B) they believe that Caribbean states are fabricating lies about them
  - (C) the Caribbean contributed nothing to European development
  - (D) reparation settlement will create poverty in Europe

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

MASTER DATA SHEET FOR CAPE HISTORY UNIT 2 PAPER 01

MODULE 1		MODULE 2		MODULE 3	
QUESTION	KEY	QUESTION	KEY	QUESTION	KEY
1	C	16	D	31	B
2	D	17	D	32	D
3	D	18	B	33	A
4	B	19	B	34	C
5	D	20	C	35	B
6	C	21	B	36	A
7	D	22	D	37	C
8	C	23	D	38	B
9	C	24	A	39	B
10	A	25	B	40	C
11	C	26	C	41	D
12	C	27	B	42	D
13	A	28	A	43	A
14	D	29	A	44	A
15	B	30	B	45	A

TEST CODE **02227020**



**SPEC 2017/02227020**

**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**

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**SPECIMEN PAPER  
FOR  
HISTORY**

**UNIT 2 – Paper 02**

*2 hours 40 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. There are THREE sections in this paper ONE on EACH of the three modules.
2. Each section comprises TWO questions: ONE document-based question and ONE essay question.
3. There are SIX questions on this paper.
4. Answer THREE questions, ONE from EACH section.
5. You must answer ONE document-based question and TWO essay questions.
6. 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.**

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## SECTION A: MODULE I

**Answer ONE question only from this section**

1. The following extracts relate to the American and French Revolutions of the late eighteenth century. Study the extracts, then answer Parts (a) to (d) that follow.

### Document I

Whereas, since the close of the last war, the British Parliament, claiming a right to bind the people of America by statute in all cases whatsoever, hath, in some acts expressly imposed taxes on them, and in others under various pretences, ... [have] Resolved ... that they are entitled to life, liberty and property ...

*Declaration and Resolves of the First Continental Congress, October 14, 1774,  
In Henry S. Commager (ed.) Documents of American History,  
New York: Appleton-Century-Crofts, 1963, pp. 82 – 83.*

### Document II

The representatives of the French people, organized in National Assembly, considering that ignorance, forgetfulness, or contempt of the rights of man are sole causes of public misfortunes and of the corruption of governments, have resolved to set forth in a solemn declaration in the natural, inalienable, and sacred rights of man, in order that such declaration, continually before all members of the social body, may be a perpetual reminder of their rights and duties; ...

*Extract from A Translation of the Declaration of the Rights of Man and the Citizen, August 26, 1789  
By John Hal Stewart, in A Documentary Survey of the French Revolution,  
New York: Macmillan, 1951, pp. 113 – 115.  
Retrieved on December 02, 2008 from <http://sourcebook.fsc.edu/historydeclaration.html>*

- (a) With reference to **Document I**, outline THREE factors that precipitated the conflict between Britain and her American colonies.

**[6 marks]**

- (b) With reference to **Document I**, explain THREE factors that were responsible for the eventual victory of the Americans in their fight for independence.

**[9 marks]**

- (c) With reference to **Document II**, outline TWO reasons for the significance of the King summoning the Estates General in 1789.

**[6 marks]**

- (d) With reference to **Documents I and II**, discuss THREE ways in which the American and French Revolutions affected the Caribbean.

**[9 marks]**

**Total 30 marks.**

- 2.** Examine the view that the cause of the British Industrial Revolution is directly linked to the trades in the Atlantic region.

**Total 30 marks.**

**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.**

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Question No.

[illegible]

**Question No.**

11

[illegible]

**Question No.**

10

[illegible]

Question No.

[illegible]

## SECTION B: MODULE II

**Answer ONE question only from this section**

3. The following extracts relate to the achievement of India's independence. Study them, then answer the questions (a) to (d) that follow:

### Document I

“We did not conquer India for the benefit of Indians, we conquered India for the good of Great Britain. We conquered India by the sword and by the sword we shall hold it.....”

*Sir Joyson Hicks (Lord Brentford), Home Secretary (1924), Daily News, 17<sup>th</sup> October 1925, cited in Ghandi and the Freedom Struggle, page 96.*

### Document II

“India has never waged war against any nation.....the way she can promote peace is to offer successful resistance to her exploitation by peaceful means. That is to say she has to achieve her independence....by peaceful means.....”

*Mahatma Gandhi, cited in India of my Dreams, Krishna Kirpilani, Ahemadabad, India, 1947.*

- (a) With reference to **Document I**, discuss THREE ways in which Britain benefited from its governance over India.  

**(9 marks)**
- (b) With reference to **Document I**, outline THREE ways in which Indians experienced oppression under British rule in the first half of the twentieth century.  

**(6 marks)**
- (c) With reference to **Document II**, explain TWO reasons why Nehru and Gandhi sought to offer resistance to British rule by peaceful means.  

**(6 marks)**
- (d) With reference to **Document II**, discuss THREE non-violent strategies used by Nehru and Gandhi in the achievement of Indian independence.  

**(9 marks)**

**Total 30 marks**

4. Analyse the factors that led to the process of decolonisation in Ghana.

**Total 30 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.**

**Question No.**

[illegible]

**Question No.**

11

[illegible]



Question No.

[illegible]

**Question No.**

11

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Question No.	
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[illegible]

Question No.

[illegible]

## SECTION C: MODULE III

**Answer ONE question only from this section**

5. The following extracts relate to the dismantling of the Apartheid system in South Africa. Study the extracts, then answer Parts (a) to (d) that follow.

### Document I

“On January 8th 1912, chiefs, representatives of people’s and church organisations, and other prominent individuals gathered in Bloemfontein and formed the African National Congress. Over the last 80 years the ANC has brought together millions in the struggle....”

*A brief history of the African National Congress.  
African National Congress: South African’s National Liberation Movement.  
Retrieved 28 January 2016 from <http://www.anc.org.za/show.php?id=206>*

### Document II

“The 1960s marked an important watershed in South Africa's struggle against apartheid... It ... signalled the beginning of a far more brutal and intensive phase of state repression...”

*(Source: South African History online: 1960-1966:- The  
genesis of the armed struggle < <http://www.sahistory.org.za/1960-1966-genesis-armed-struggle>>*

### Document III

“Our daily needs as ordinary South Africans must produce an actual South African reality that will reinforce humanity’s belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all. All of this we owe both to ourselves and to the peoples of the world who are so well represented here today. ...Never, never, and never again, shall it be, that this beautiful land will again experience the oppression of one by another...”

*Source: Statement of Nelson Mandela at his Inauguration as President  
10 May 1994, Pretoria*

- (a) With reference to **Document I**, explain THREE reasons that gave rise to the formation of the African National Congress.

**(9 marks)**

- (b) With reference to **Document II**, outline THREE ways in which the 1960s signalled the beginning of a far more brutal and intensive phase of state repression in South Africa.

**(6 marks)**

- (c) With reference to **Document III**, explain THREE ways in which “the peoples of the world” assisted the liberation struggles in South Africa.

**(9 marks)**

- (d) With reference to **Documents I, II and III**, outline THREE benefits of the ending of Apartheid in South Africa, thereby fulfilling the hope expressed in Nelson Mandela’s words in Document III.

**(6 marks)**

**Total 30 marks**

6. (a) Explain the reasons South Africa’s Truth and Reconciliation Commission was established.

**(15 Marks)**

- (b) Examine the view that the recommendations of South Africa's Truth and Reconciliation Commission failed to satisfy Black South Africans.

**(15 Marks)**

**Total 30 marks**



**Question No.**

[illegible]



[illegible]

**Question No.**

11

[illegible]

Question No.	
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[illegible]

Question No.

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**END OF TEST**

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

HISTORY

UNIT 2 – PAPER 2

SPECIMEN PAPER

KEY AND MARK SCHEME

**Question 1**

(a)

- The impact of the intellectual developments that marked the emergence of a colonial society that was growing apart from the metropole.
- Resentment over British attempts to enforce new taxes on the Americans – to make Americans pay for defence and for cost of the seven year war.
- Horror by colonials over such issues as the Boston massacre
- The emergence of a colonial political system centred in the House of Assembly that gave the Americans a sense of autonomy
- British unwillingness to recognise the legitimate grievances of the colonist
- Neglect of the colonists by the British
- Issue of land for expansion across the Appalachians after 1765

***Any THREE factors clearly outlined, 2 marks each******Point partially outlined, 1 mark each******(6 marks)***

(b) Clear explanation of the victory of the Americans by reference to such issues as

- The British fighting forces that were quite unfamiliar with the terrain
- The aid of the French, especially for naval warfare
- The effective leadership in George Washington and others
- The motivation of Americans who felt they had a just cause
- Britain might have held the seas, but the problem of supplying troops far from home base in Britain gave some advantage to the Americans
- Unconventional fighting techniques of the Americans

***Any THREE points clearly explained, 3 marks each******Point stated with partial elaboration, 2 marks******Point stated without elaboration 1 mark******(9 marks)***

(c)

- Last summoned in 1614, one hundred and seventy years earlier, an indication that it was in crisis situation
- Signalled a crisis in absolutism; i.e. the king's inability to solve the financial crisis (bankruptcy)
- Signalled the failure of the royal efforts to reform in the 1770s and 1780s

***Any TWO factors clearly outlined, 3 marks each***

***Point stated with partial elaboration 2 marks***

***Point partially outlined, 1 mark each***

***(6 marks)***

(d) While candidates might co-join these two revolutions in identifying their impact, it is expected that they will identify such issues as:

- The Haitian Revolution's direct links to the French Revolution.
- American support for the Haitian revolutionaries, after the defeat of the French especially under President J Adams. Here the point can also be made that there was some ambivalence in American policy, but there were those who felt that the principles of the American Revolution - life, liberty and equality for all - implied a moral responsibility to assist the revolutionaries.
- Links between Enlightenment and events in France and the actions of the first US President influenced the new constitution
- The American and French revolutions were influential in stimulating revolutionary movements in the Americas, as for example the revolutions led by Simon Bolivar.
- Inflationary impact - trade restricted and cost of goods

***Any THREE impacts clearly discussed 3 marks each***

***Point stated with partial elaboration 2 marks***

***Point stated without elaboration 1 mark***

***(9 marks)***

***(Total 30 marks)***

## Question 2

### Introduction

Candidates must demonstrate an understanding of the link between the Atlantic economies and the British Industrial Revolution. They refer to the debate among historians as to the contribution made by the Atlantic economies to the Industrialisation Revolution. Emphasis should be placed on the fact that by the late 18<sup>th</sup> century those involved in the Atlantic production and trade had accumulated the necessary substantial profits that were paramount to the Industrial Revolution.

However, candidates must also emphasise that there were other factors, internal to Britain that also contributed to the Industrial Revolution.

### Contributions of the Atlantic economies

#### 2. The Atlantic region was characterised by interdependent economic activity.

- The Atlantic trade linked Africa, Europe and the Americas
- There was an ongoing exchange of goods, in response to supply and demand of each region. This was within Western Europe as well

#### 3. External trade with the Atlantic region assisted the transformation of the British economy.

- There was significant revenue from the colonial trade i.e the colonies in the Caribbean and North America.
- There was a lucrative re-export trade with other European countries, especially with Portugal and Spain and with Latin America. This re-export trade was done entirely with colonial products.

#### 4. The Atlantic region was a crucial source of capital formation which propelled British Industrialisation

- A significant source of such capital accumulation was the export transatlantic trade in Africans. The Caribbean and its trade demanded large numbers of enslaved people which were supplied by the British traders.
- The Caribbean sugar industry provided opportunity for capital accumulation as sugar was to Europe under the system of mercantilism. Hence, the sugar industry supplied an important commodity for the trade and provided massive amounts of capital for those involved in the industry.



- The Caribbean with its monocultural economy was pivotal to the British merchants' trade network and were a key element in the triangular trade.

5. **The Atlantic region provided ready markets or outlets for products of the Industrial Revolution.**

- Textiles were exported to Latin America
- Manufactured goods were used in the trade of enslaved people; e.g guns, utensils, tools

6. **The Atlantic region as a principal source of commodities, especially from the Americas served as major inputs of the Industrial Revolution.**

- Raw materials such as cotton were provided for the textile mills by British North America and by the USA after 1776. Thus, cotton stimulated the textile industry.
- Raw sugar sent from the Caribbean for refining developed the sugar refining industry in Britain
- Raw materials were obtained from Chile (copper)
- Canada, especially after 1763, provided wood for the ship-building industry

7. **The Atlantic trade served as a stimulus to related industries which complemented or fed into the Industrial revolution.**

- The industries which benefited from the capital garnered in the triangular trade became the sources of further stimulation of British industry.
- Earnings from the industries were used to generate further capital.
- This was also used for further expansion of the economy.
- Ship building developed in response to the needs of the Atlantic trade.
- Funds from the trade were used to build cotton factories.

8. **The capital earned from the triangular trade was invested in financial institutions which financed different industries.**

- Industries such as banking, insurance in England developed in response to the needs from the Atlantic trade.
- Banks in Glasgow, Liverpool and Manchester were associated with trade in enslaved people and cotton.
- These industries helped in the capital accumulation needed for the Industrial Revolution.

9. **British colonies and West African countries created a demand for British goods which were supplied through the triangular trade.**
  - Industries required markets for export, which stimulated expansion in industrialisation.
  - British mercantilist policies ensured that all in the Americas had to trade with Britain and in British ships from the metropole.
  - As export oriented economies, the colonies on production for the metropole and looked to the metropole for their needs.
10. **The income from the Atlantic trade was used to develop Britain's infrastructure.**
  - The expansion of the trade across the Atlantic stimulated the development of ports, shipyards, canals, and warehouses.
11. **The development of the metallurgic industries was facilitated by funds from the trans-Atlantic trade.**
  - The development of the steam engine was financed by individuals who depended on the Caribbean
  - Ironmongers gained their business from supplying slave ships with artillery.
  - Legacies from persons associated with the Caribbean trade were at times invested in iron works.
12. **The development of railways was linked to the triangular trade.**
  - Leading figures in the project to develop the railway system in Britain were closely connected to the triangular trade or the West India interest.
  - Others were specifically part of the West India interest.

#### **Internal Factors**

13. **The Protestant ethic**
  - Allowed for questioning established concepts and practices.
  - Allowed for innovation and creativity.

14. **Scientific and technological developments**

- The steam engine was used to improve the factories
- The development of railways helped to improve transportation of goods to local factories
- The development of canals facilitated the transportation of goods
- Coal and iron were crucial in development.

15. **The enclosure movement and agricultural revolution**

- Created a landless people who migrated to the towns
- Provided the mass cheap labour used in industrialisation
- There were other demographic changes such as increased population

16. **Britain's geographical location**

- Britain was an isolated economy

**Other contributing factors from other linkages**

17. European trade with the Baltic and Mediterranean also provided capital markets.
18. Asia, especially India, was significant in stimulating industrial growth.

**Conclusion**

British industrial development reaped the benefits of British mercantilism which shaped the triangular trade linking the commerce of the Atlantic region with Britain. However, although the trade with the Atlantic world may have played an integral role in British industrial development. One cannot omit other contributing factors such as the internal occurrences in the British economy and other external linkages.

**An excellent response should discuss at least 5 points**

LEVELS	UNDERSTANDING THE DEMANDS OF THE QUESTIONS	POINTS	CRITERIA	MARKS
5	Excellent	5	<ul style="list-style-type: none"> <li>• Wide-ranging information and high level of analysis;</li> <li>• Excellent understanding of different historical interpretations;</li> <li>• Very well structured and fluently written.</li> </ul>	25-30
4	Very good	4	<ul style="list-style-type: none"> <li>• Information is appropriate and there is reasonably good analysis;</li> <li>• Good understanding of different historical interpretations;</li> <li>• Clearly expressed and coherent.</li> </ul>	19-24
3	Satisfactory	3	<ul style="list-style-type: none"> <li>• Information is appropriate and there is some analysis;</li> <li>• Some understanding of different historical interpretations;</li> <li>• Clearly expressed with reasonable coherence.</li> </ul>	12-18
2	Limited	2	<ul style="list-style-type: none"> <li>• Contains some information but limited analytical links;</li> <li>• Limited understanding of different historical interpretations;</li> <li>• Some coherence but expression is limited.</li> </ul>	6-11
1	Weak	1	<ul style="list-style-type: none"> <li>• May contain some descriptive information but loosely linked to question;</li> <li>• Little if any awareness of differing historical interpretations;</li> <li>• Lacks coherence and expression.</li> </ul>	0-5

**[ 30 marks ]**

**Question 3****(a) Ways which Britain benefited from its governance over India.**

- Foreign trade and foreign investments.
- India with its population of 320 million was an extremely large market for British products.
- Britain needed to dispose abroad all of its surplus manufactured goods.
- In the 1880's approximately 20% of British total exports went to India.
- By 1910, exports worth over 137 pound sterling.
- Britain exported large amounts of Indian produced goods (rice, tea, cotton and spices) for their own consumption and to export to other countries. This provided Britain with a large source of revenue.
- Britain charged high taxes and tariffs to boost their revenue and service the large sterling debt.
- Approximately 40% of India's wealth was spent on the army which was used by Britain to fight wars all over the world, at no cost to the British taxpayer. For example, The South African Wars (1899-1902), World War I (1914-1917), World War II (1939-1945).
- India was the backbone of the power of the British Empire.
- Lord Cruzon, the British Viceroy for India 1901 stated that "as long as we rule India, we are the greatest power in the world."
- The British controlled all the top posts in the army and government in India.

***Any point(s) clearly discussed 3 marks******(9 marks)*****(b) Ways in which Indians experienced oppression under British rule in first half of the twentieth century:-**

- The British violently suppressed all rebellions during their rule. For example, the Amritsar Massacre 1919 witnessed the cold blooded slaughter of hundreds of unarmed Indians gathered for a peaceful meeting. Gandhi felt that the British would stoop to any barbarity and to enforce the most lawless oppression to prevent the Indians from governing themselves.
- The constant imprisonment of political leaders of the Indian movement for independence. Indian Congress leaders arrested in 1942 until 1945. Violent demonstrations occurred resulting in the British army crushing the movement.
- British rule was deemed to be authoritative and tyrannical.
- Workers and peasants were desperately poor and permanently undernourished. Nehru, in his formative years as a freedom fighter, was struck by the plight of the Indians, he wrote "a new

picture of India seemed to be before me; naked, starving, crushed and utterly miserable."

- British oppressive policy often led to widespread famine. 1876-77, 1899-1900 devastated India. The Bengal famine 1943-three million Indians starved to death. The policies of Prime Minister Winston Churchill were blamed for this. He stated that "the famine was their own fault for breeding like rabbits."
- Britain's Education policy in India- Neglect of popular education. 1928 only 2.6% of the population receiving instruction in recognized primary schools. In 1925 only 8% of the Indian population literate.
- Capital investments not reinvested to develop the Indian economy. Britain maintained the lever of power in British hands.
- Military force used to collect land revenue from the Indians. The suppression of civil disobedience, especially after 1934 to increase the power of revenue agents to make it easier to collect land revenue.

***Any THREE reasons clearly outlined - 2 marks each***

***Point partially outlined - 1 mark***

***(6 marks)***

***(c) Explain two reasons why Nehru and Gandhi sought to offer resistance to British Rule by peaceful means.***

- Gandhi strongly felt that Satyagraha was a weapon of the strong. It insists on non-violence and always insists upon truth.
- Non-violence is a power wielded equally by all.
- Both Gandhi and Nehru believed that non-violence is an active force of the highest order that would harbor no anger or retaliation.
- Gandhi strongly believed that freedom could be won by being more moral than your opponent.
- In his book "Indian Home Rule", Gandhi believed that Indians could achieve self-government not by following western models but by evolving along lines of non-violence and truth on which the movement is based and which is the bedrock of the future constitution.
- Gandhi's passive resistance campaign was directed at Britain's conscience. He declared that "an Englishman is afraid of nothing physical; but he is very mortally afraid of his own conscience if ever you can appeal to it and show him to be in the wrong."
- Gandhi stated that "there are many causes I would die for. There is not a single cause I would kill for."
- Both men fought against colonialism, imperialism, western materialism and violence.

**Any TWO reasons clearly explained - 3 marks each**

**Point stated with partial elaboration - 2 marks**

**Point stated without elaboration - 1 mark**

**(6 marks)**

**(d) Discuss three non-violent strategies used by Nehru and Gandhi in the achievement of independence**

- Peaceful demonstrations and protests.
- Fasting and hunger strikes.
- Passive resistance.
- Civil disobedience.
- Peaceful picketing.
- Prayers.
- Gandhi's aim was to drive the British out of India and achieve Independence for his country by a highly organized and disciplined campaign of non-violence and civil disobedience.
- The policy of non-retaliation - When people in Bombay, Calcutta, Delhi and Lahore peacefully demonstrated for self-government, they were attacked by British troops. Gandhi urged them not to retaliate.
- Boycott of British manufacturers and also of institutions operated or aided by the British in India. These included legislations, courts, offices and schools.
- Both Nehru and Gandhi urged Indians to consume home made products. Gandhi promoted cottage industries.
- Nehru joined in the fight against the salt tax. He strongly felt that this movement placed real pressure on the British Raj. More importantly it created a sense of real self-respect, self-reliance and self-confidence among the Indian people to fight to achieve their independence.
- 1925 there were non-violent protests against the Simon Commission, farmers refused to pay increased land tax.
- In 1927 the INC peacefully boycotted a constitutional reform commission appointed by the British which consisted only of white members.
- In 1928 Gandhi moved a very important resolution demanding dominion status for India within one year under the threat of a nationwide non-violent campaign for complete independence.
- The policy of non-cooperation - Gandhi's policy encouraged many Indians to return British honours, medals and awards.
- It also prompted them to resign from the civil service, placing pressure on the British government.
- In 1930 Gandhi, with the active support of Nehru, launched very successful campaigns of non-violence against the British Raj.
- In 1932 Gandhi embarked on a fast to protest against harsh and repressive British policies in India that severely restricted the freedom and rights of the Indian people.
- In 1942 Gandhi and the INC pushed the "Quit India Movement" demanding immediate withdrawal of the British from India or face nationwide civil disobedience.
- The Congress leaders were arrested until 1945.

In July 1947 the Indian Independence Act received the Royal Assent.  
On 15<sup>th</sup> August 1947 India achieved independence from Britain.

***Any THREE factors clearly explained - 3 marks each***

***Any partially explained - 2 marks***

***Faction stated without elaboration - 1 mark***

***(6 marks)***



## **Question 4**

### **Introduction- Background**

- Colonisation and Imperialism in Africa led to a loss of sovereignty and control of natural resources.
- Ghana [The Gold Coast] was colonised by the
  - Portuguese in the 15th century.
  - Dutch in the 16th century.
- Mid-17th century Britain, Denmark and Sweden all in Ghana exploiting the resources.
- 1896 Britain made the Gold Coast a protectorate.

### **The rise of political parties.**

- Early attempts at self-government - opposition to British colonial rule.
- 1947 - The United Gold Coast Convention Party -This was the first organised party to call for self-government.
- 1949 - The Convention People's Party led by Kwame Nkrumah.

### **Negative effects of World War 11.**

- Because of war-high rate of inflation and food shortages.
- Rapidly declining cocoa prices-farmers discontented.

### **The role of the Colonial Office.**

On the advice and insistence of the Colonial office the government ordered the destruction of all cocoa trees because of swollen shoot disease. This was a large source of revenue which the enraged farmers said could have been saved by a simple application of spray.

### **Greater local representation.**

After World War 11 greater local representation was introduced in the constitution. This resulted in an increased sense of political awareness and a greater drive for self-government.

### **The evils of colonialism.**

- High level of dependency on imported goods from Britain. This led to a nationwide boycott of imported goods.
- No higher institutions of learning-citizens had to go away to access higher learning at exorbitant costs.
- High level of illiteracy - 80 percent.
- Citizens could only access low paying jobs top jobs reserved for the British colonialists.

- High level of unemployment.
- Lack of proper social services-schools, hospitals, roads etc.

#### **Strong spirit of nationalism.**

- National consciousness developed especially after the world war.
- Ex-servicemen returned from the war disbanded and frustrated because of nonpayment of benefits promised, pension gratuity allowances etc. unemployed,
- They came back with new ideas of freedom and democracy and self-rule.
- Young educated professional elites who returned from studying abroad had learnt new and exciting concepts of liberation and revolution from the French and Russian Revolution. Could be applied in their country.
- Unemployed people as well as urban and railroad workers became increasingly discontented with British colonial rule.

#### **The Accra Riots of 1848.**

- Widespread destruction of property
- A high level of violence as a result of demonstrations led by angry and frustrated unemployed ex-servicemen and joined by other citizens.-A reaction to colonialism.
- European owned stores burnt.
- A state of emergency called. Neighbouring troops brought in - 29 killed, 266 injured.

#### **The role of Nkrumah as leader.**

- Highly educated and intelligent.
- Organised the party efficiently.
- Mobilised trade unions and local farmers associations.
- Charismatic - had a large following. Appealed to the majority of people who gave him their loyal support.
- Discussed with everyone the nature and evils of colonialism
- Inspirational speaker.
- Supported urban industrial workers - ex-servicemen, teachers, lawyers, journalists, the unemployed, farmers etc.
- Familiar with concepts of democracy and freedom.
- Determined to return to the Gold Coast to assist and lead the anti-colonial struggle.
- Formed strong links with other anti-colonial and Pan African Organisations in West African colonies.

- Instrumental part of organisation of West African conferences aimed mainly at eradicating colonial rule.
- Forged strong links with George Padmore and W.E.B. Dubois
- Wanted all of Africa liberated from foreign rule.
- Nkrumah's philosophy of nonviolence inspired by Gandhi and the decolonisation movement in India,
- Philosophy of 'Positive Action' and 'Self Government now' Promoted a sense of immediacy.
- Strikes and demonstrations organised by Nkrumah succeeded in shutting down the country.
- 1948 Riots led the British Government to establish a commission of inquiry known as the Watson Commission to evaluate the high level of unrest in the colony and what measures could be instituted to ease the tension. The commission reported the people of Ghana needed a voice in government, as a result the government called for the first elections of the Gold Coast
- 1956 Nkrumah made the famous Motion of Destiny before asking the British to release the colony.

#### **The self-confidence and self-determination of all returning citizens.**

- Pressure placed by the US and the USSR on European countries to release their colonies to facilitate direct trade.
- African leaders mainly Nkrumah were inspired by the independence gained by India in 1947 and China in 1949. and began to push for nonviolent liberation from colonial rule.
- Ghana had a spirit of unity among the people, Nkrumah believed that there is strength in unity. There were no ethnic conflicts to retard the drive for political autonomy.

#### **Cooperation with the British**

- Nkrumah cooperated with the British and agreed to stay within the Commonwealth. This pleased the British Government and facilitated the easy passage to independence.
- The new Assembly passed a motion authorizing the government to ask for independence.

**Colonies were no longer seen as profitable for the British,**

- Britain succumbed to national pressure
- Agreed to relinquish colonial rule.

**Independence granted.**

- March 6 1957 The Gold Coast became the independent state of Ghana.
- The Legislative Assembly became The National Assembly.
- Nkrumah became the first Prime Minister.
- Ghana started a precedent of liberation and decolonisation shortly followed by other African countries.
- Eradicating colonial rule.
- Exposed to the writings teachings and philosophy of Marcus Garvey.

**An excellent response should discuss at least 5 points**

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**[30 marks]**

**Question 5**

- (a) Reasons that gave rise to the formation of the African National Congress.

First: What is the African National Congress?

The ANC is a national liberation movement, formed in 1912 to unite the African people, but especially those in South Africa and spearhead the struggle for the ending of Apartheid and for fundamental economic, social and political changes in South Africa. It is now a political party and Black Nationalist organisation.

- The existence of colonial rule and the need to move South Africa towards independence from Britain.
- The need to bring all Africans together under an umbrella organization as one people to defend their rights and freedoms.
- To liberate South Africans from the Apartheid system, which promoted racial separation, discrimination, inequality, exclusion, anti-black racism and a non-democratic society where black people were at the base of the socio-economic ladder
- The need to lead a National Democratic Revolution in South Africa
- To stop the oppression and imprisonment of icons/activists of the liberation movement (Mandelas, Sisulu, Biko, etc)
- To secure voting rights for blacks and mixed race peoples

***Any THREE reasons clearly explained – 3 marks each***

***Point stated with partial elaboration 2 marks***

***Points partially clear – 1-2 marks***

***[9 marks]***

- (b) **Ways in which the 1960s signalled the beginning of a far more brutal and intensive phase of state repression in South Africa**

- The ANC was banned from 1960 to 1990 by the white South African government
- For three decades it operated underground and outside South African territory. Denied legal avenues for political change, the ANC first turned to sabotage and then began to organize outside of South Africa for guerrilla warfare
- Many of its activists were brutalized, oppressed, murdered by the South African State
  - Candidates can provide examples – Sharpville Massacre: police killed 69 unarmed demonstrators in Sharpville in 1960;

- o Killing of Hector Peterson in Soweto during the Youth protest against Bantu education in 1976. The police and army killed more than 600 people, many of them children.
  - o Mandela and other ANC leaders were sentenced to life imprisonment in 1964 (the Rivonia Trial).
- Lack of financial support to maintain the movement
- Lack of support initially from influential governments inside and outside of Africa to bring down the racist government
- Black, green, and gold tricolour flag of the ANC banned
- The Suppression of Communism Act, passed in the 1950s gave the government the power to ban publications that it believed promoted the objectives of communism, and the power to 'name' people who could be barred from holding office, practicing as lawyers or attending meetings.

***Any THREE clearly outlined - 2 marks each***  
***Point stated without elaboration 1 mark***

***(6 marks)***

(c) **Ways in which "the people of the world" assisted the liberation struggles in South Africa.**

- Frontline States like Mozambique sheltered anti-Apartheid activists. Although the ANC's campaign of guerrilla warfare was basically ineffective because of stringent South African internal security measures, surviving ANC cadres kept the organization alive in Tanzania and Zambia under Oliver Tambo's leadership.
- Cuba sent troops
- Caribbean countries/civil society/supportive countries in other parts of the world banned South African products (apples, wine)
- University students planned sit-down protests inside banks like Barclays that supported the Apartheid regime

***Any THREE clearly explained - 3 marks each***  
***Point stated with partial elaboration 2 marks***  
***Points partially clear - 1 mark***

***(9 marks)***

(d) **Benefits of the ending of Apartheid in South Africa, thereby fulfilling the hope expressed in Nelson Mandela's words in Document III**

- End of white rule; Nelson Mandela elected first black President, followed by Thabo Mbeki and Zuma
- The African National Congress-led Government embarked on a programme to promote the reconstruction and development of the country and its institutions.
  - The Reconstruction and Development Program (RDP) aimed at addressing the many social and economic problems facing the country.
  - The RDP recognized that the problems facing the people – lack of housing, a shortage of jobs, inadequate education and health care, a failing economy – were connected.
  - It proposed job creation through public works – the building of houses and provision of services would be done in a way that created employment.
- New constitution built on the concept of racial equality
- South African products unbanned from reaching international markets
- At the time of Emancipation the Caribbean was left without the resources to develop the social infrastructure; a good compensation package would help to rehabilitate Caribbean economies and societies
- 1955 Freedom Charter developed.
  - The Freedom Charter is an important historical document that served as a framework for the anti-apartheid struggle listing the demands and desires of the people of South Africa
  - The Freedom Charter was the statement of core principles of South African Congress Alliance, which consisted of the African National Congress and its allies – the South African Indian Congress, the South African Congress of Democrats and the Coloured People's Congress. It is characterized by opening demand; "The People Shall Govern"

***Any THREE benefits clearly outline - 2 marks each  
Points partially clear - 1 mark***

***(6 marks)***



**Question 6****INTRODUCTION**

Candidates must state what was the Truth and Reconciliation Commission and the background to its establishment.

- The Truth and Reconciliation Commission (**TRC**) was a court-like body of 17 Commissioners assembled in South Africa in 1995 after the end of Apartheid. Anybody who felt that he/she had been a victim of violence under the Apartheid regime could come forward and be heard at the **TRC**. Perpetrators of violence could also give testimony and request amnesty from prosecution.
- **Context/Background:** The unbanning of the liberation movements and opposition political parties in 1990 by President F. W. Le Klerk, the release from prison of Nelson Mandela, and the lifting of the state of emergency in South Africa paved the way for a negotiated peace settlement between the Apartheid regime and those who fought against it and brought an end to the struggle against colonialism and apartheid that had lasted in South Africa for more than three centuries. This laid the framework for the holding of democratic elections and the enactment of a Constitution.

**( 3 Marks )**

**(a) REASONS FOR ITS ESTABLISHMENT**

- Many people felt that South Africa could not go forward without settling the question of accountability. A question asked was: who were the ones guilty of gross human rights violations during the years of apartheid?
- Perpetrators demanded and got an assurance of amnesty. This was a pre-condition.
- Another reason it was established was to help heal South Africa and bring about a reconciliation of its people by uncovering the truth about human rights violations under Apartheid.
- Also families/loved ones would get to know what happened to those killed, disappeared, oppressed, marginalized.
- Those left behind would be able to bring closure to events they were wondering about.
- Those who committed the crimes or human rights abuses would become known to the families of victims.
- Truth and reconciliation were critical to the stability of post-Apartheid South Africa

**(Any 4 reasons clearly developed)**

(12 marks)

**(b) Why Black South Africans were not satisfied with the results:**

- The narrow terms of reference

**The Terms of Reference**

The TRC was tasked to:

- focus on the most serious human rights violations committed during the conflicts of the Apartheid era.
- The Act establishing it said it was *"to provide for the investigation and the establishment of as complete a picture as possible of the nature and extent of all gross violations of human rights committed within or outside the Republic during the period 1 March 1996 to 5 December 1993, and emanating from the conflicts of the past, and of the fate or whereabouts of the victims of such violations; the granting of amnesty to certain persons in respect of acts associated with political objectives committed during the said period; the taking of measures aimed at the restoration of human and civil dignity and the rehabilitation of victims of gross violations of human rights; the reporting to the Nation about such violations and victims; the making of recommendations aimed at the prevention of the commission of gross violations of human rights."*
- The Act provided for the establishment of three Committees to deal with the relevant mandated areas:
  - Human Rights Violations Committee - to conduct public hearings across the country where victims would be able to testify about violations they had suffered; , to conduct research and investigations into relevant gross human rights violations; to address individual cases and provide relevant information for the Commission's final report.
  - Amnesty Committee - To grant amnesty or reprieve for perpetrators who came forward to testify. To consider applications for amnesty. The perpetrator was granted amnesty and free from prosecution for that particular offense provided the crimes were politically motivated, and the whole truth was told by the person seeking amnesty.
  - The Reparation and Rehabilitation Committee - the development of comprehensive recommendations for Government on reparation policy and how to implement it.

Its failure to grapple with the structural aspects of apartheid and related victimisation.

- The Commission was given an unrealistic period of 24 months in which to complete its task and did not take enough evidence from people
- No real change occurred in the social and economic conditions of Black South Africans (no widespread land redistribution for example)
- Many of those implicated by the TRC continued to in positions of power
- People. Mostly Blacks, who should have been supported as "victims" of state crimes have not received reparation
- Those who committed crimes were given the opportunity of being "forgiven" for their crimes simply by telling their stories
- "Forgiveness" of perpetrators caused psychological suffering by victims/survivors/families of victims
- Those who suffered the injustice suffered again as they retold their stories, leading to psychological harm
- Inadequate strategies for psychological rehabilitation provided
- The TRC did not result in the stemming of crime and violence (revenge actions)
- Anti-black racism continued
- True justice is still not the everyday experience of Blacks

***Any FIVE points clearly discussed - 3 marks each***

***Point stated with partial elaboration 2 marks***

***Point stated without elaboration 1 mark***

**(15 Marks)**



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