



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

CARIBBEAN HISTORY

CXC 03/G/SYLL 26

Effective for examinations from May–June 2028



CSEC®

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NOTE TO TEACHERS AND LEARNERS

This document (CXC 03/G/SYLL 26) replaces CXC 03/G/SYLL 09 *issued in 2009*.

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

First issued 1977
Revised in 1980, 1982, 1987, 1993 and 2000
Amended 2009
Revised 2016
Amended 2020
Revised 2026

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PLEASE NOTE



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

Caribbean History Syllabus

◆ RATIONALE

This syllabus has been guided by a particular view of the nature of history as a discipline, the educational needs of students, and the desire to promote the development of an ideal Caribbean person.

History as a discipline has three aspects - its content, its organising principles and its methods of enquiry, *also known as historical skills*. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985.

There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History. While a thematic arrangement has been imposed on the course of Caribbean History, the content within each theme has been stated in such a way as to permit exploration of a variety of organising principles. Nevertheless, the selection of themes and their content have been informed by *a desire to promote a distinctly Caribbean perspective. This perspective acknowledges the need for a respect of human life and a cultural heritage that values harmony and cherishes diversity as a strength.*

The thematic approach has been adopted because it lends itself to detailed treatment of the type that allows the student to practise the various skills of the historian. However, by grouping themes and by requiring students to study an overview, a core of topics, the syllabus seeks to maintain chronology as an important aspect of the study of history.

The methods of studying history, the remaining aspect of the discipline, have determined the aims and objectives stated in the syllabus. In the course of their work, historians raise questions, formulate hypotheses, gather evidence from a variety of data sources, collate and interpret information, make judgements, draw conclusions and report their findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by historians in the study of their discipline.

The acquisition of these skills equips the individual to function in fields such as Law, International Relations, Archival Science and Mass Communications. More importantly, the identified skills will produce a critical thinker who can assume leadership roles in civil society, the private and public sector. Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning – to know, do, be, live together and transform self and society – that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities.

The objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students and citizens within the Caribbean community. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches; project work, individual enquiry and research, creative representations and such traditional techniques that have helped develop historical understanding in students. This variety of appropriate teaching approaches has the advantage of allowing for individual differences among students.

◆ AIMS

The syllabus aims to:

1. develop knowledge and understanding of the experiences of the peoples of the Caribbean;
2. develop an appreciation of the creative contributions of individuals and groups in their own territory and in other territories of the Caribbean;
3. sensitise students to the concerns peculiar to their own territory and the circumstances which shaped them;
4. produce students who will have faith in their own abilities and capabilities;
5. *develop competence in applying the historical skills to understand different phenomena;*
6. facilitate a willingness by students to consider new ideas and points of view;
7. encourage tolerance of the viewpoints, beliefs and ways of life of other peoples;
8. stimulate sensitivity to the social, economic and political issues, conflicts and achievements in Caribbean life;
9. encourage students to examine and explore their attitudes and values and those of others in relation to the Caribbean historical experience;
10. encourage students to express their own points of view on matters of national and regional concern; and,
11. stimulate a willingness and a desire to read historical material on their own initiative as a leisure time activity or to update information.

◆ SUGGESTED TIMETABLE ALLOCATION

It is recommended that in order to satisfy the requirements of the Caribbean History Syllabus, a minimum of four teaching periods of 30 to 40 minutes each per week be allocated.

◆ ORGANISATION OF THE SYLLABUS

The syllabus consists of **six** Themes *that are organized chronologically. The themes cover the range of topics that provide an appropriate context for the development of historical skills and the knowledge base that students should develop.*

THE THEMES

The period from the *late fifteenth century to the late twentieth century* is covered by six themes in three modules. The Themes are arranged chronologically, and teachers are advised to follow this sequence in organizing instructions. Teachers are advised to plan their lessons to ensure that the topics are taught in harmony with the related Themes that have been presented in the syllabus.

MODULES	THEME	TITLE
ONE: Oppressive Labour Systems in the Caribbean	1	<i>Indigenous and African Enslavement and Plantation Systems (1500s – 1848)</i>
	2	<i>Indigenous and African Resistance, Resilience and Freedom Movements (1500s – 1848)</i>
TWO: Social and Economic conditions after Emancipation	3	<i>Emancipation and Apprenticeship in the British and French Caribbean (1787- 1848)</i>
	4	<i>Economic and Social Conditions in the Caribbean Colonies in the 19th and 20th centuries (1850s – 1960s)</i>
THREE: Caribbean Challenges and Political Development	5	<i>The United States Influence in the Caribbean (1776-1985)</i>
	6	<i>Caribbean Political Development (1930 - 1983)</i>

NOTE: Unless stated otherwise, whenever reference is made to the British-colonised Caribbean, it should be read as indicating the British West Indies, the Bahamas, Belize (British Honduras) and Guyana (British Guiana).

◆ QUALIFICATION OVERVIEW

Credentialing is defined as the issuing of formal certification for successful achievement of a defined set of outcomes targeting specific knowledge, skills, and competencies. It includes the granting of an award or digital unit of measurement for learning. CXC® offers three categories of credentials across all levels of qualifications:

1. *A micro-credential is awarded after successful completion of a module. The Caribbean Targeted Education Certificate® (CTEC®) is a stackable micro-credential that allows individuals to achieve an intermediate or macro qualification.*
2. *An Intermediate credential is awarded after successful completion of a set of defined modules that together, make up a CSEC® subject; and,*
3. *A macro-credential is awarded after successful completion of a combination of intermediate (subjects) and micro-credentials (modules) that culminate in the award of credits for a certificate, diploma or associate degree.*

A total of three micro-credentials may be obtained from pursuing the discrete modules captured in **CSEC® Caribbean History**. Candidates who pursue the requirements of individual modules of the syllabus may qualify for micro-credentials while those who pursue all the modules in one sitting (the regular examination) may qualify for micro-credentials (if they earn Grades A-D) and the intermediate credential.

It is strongly recommended that candidates pursuing the modularised approach be required to get an acceptable grade in Module 1 as a pre-requisite to move on to Module 2 and get an acceptable grade for Module 2 as a pre-requisite to move on to Module 3. Candidates may also sit Module 1 then Module 2 and Module 3 together OR Module 1 and Module 2 together then Module 3.

Module	Duration	Credit Weighting
Module 1: Oppressive Labour Systems in the Caribbean	45 hours	1
Module 2: Social and Economic conditions after Emancipation	45 hours	1
Module 3: Caribbean Challenges and Political Development	45 hours	1

**The Alternate Paper 032 is a requirement for the completion of the first micro-credential undertaken.*

◆ CERTIFICATION

The syllabus is offered for General Proficiency certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale for the intermediate qualification as well as a letter grade for each Module.

◆ SKILLS AND ABILITIES TO BE DEVELOPED

The Aims stated above can be attained by developing the related skills in the student. These skills are categorised under the two broad headings, *Knowledge and Comprehension (KC)* and *Use of Knowledge, Enquiry and Communication (UK and EC)*.

1. Knowledge and Comprehension (KC)

The ability to:

- recall basic factual information about Caribbean History covered by the syllabus;
- explain basic ideas and concepts in Caribbean History;
- understand different historical perspectives and explain why differences exist;
- understand the impact of physical geography on human activity in the Caribbean; and,
- interpret historical data, for example, relate facts, make comparisons, deduce cause and effect.

2. Use of Knowledge, Enquiry and Communication (UK&EC)

(a) Use of Knowledge

The ability to use historical knowledge and skills to:

- (i) analyse and explain historical events;
- (ii) examine causes and effects of historical events;
- (iii) evaluate the impact of historical events;
- (iv) weigh evidence and extract relevant information from many sources;
- (v) detect bias in different representation of historical events;
- (vi) identify inconsistencies, points of view, opinions, value judgments;
- (vii) assess the relevance of information to a particular problem or topic;
- (viii) examine historical data and draw reasoned conclusions; and,
- (ix) make inferences from historical evidence.

(b) Enquiry and Communication

The ability to:

- (i) read and comprehend primary and secondary sources;
- (ii) read maps, diagrams, charts and graphs;
- (iii) interview resource persons;
- (iv) classify and order data;
- (v) use indices and reference books;
- (vi) record data in various ways;
- (vii) investigate historical sites; and,
- (viii) present historical data and argument in different forms by using, for example, short and extended essays, graphs, diagrams, statistics, discussions and oral presentations, audio and video tapes.

♦ FORMAT OF THE EXAMINATIONS

The examination will consist of *three* papers: Paper 01, multiple-choice paper, Paper 02, a free response paper and Paper 032 (the alternate to the SBA). **CXC®** will offer candidates the following three options for sitting the Paper 01 and Paper 02.

Option A – Regular Sitting

For the regular sitting, candidates will be required to complete Paper 01, comprising of 60 multiple-choice questions from across all **THREE** modules with 20 questions on each module. Paper 02 consists of six optional questions, two from each module.

Option B – Modular Sitting (One Module)

Candidates attempting one module will be required to complete a modular Paper 01 and a modular Paper 02. Paper 01 comprises of 20 multiple-choice questions from the selected module and Paper 02 comprises of two optional questions from the selected module.

Option C – Modular Sitting (Two Modules)

Candidates attempting two modules will be required to complete a modular Paper 01 and a modular Paper 02. Paper 01 comprises of 40 multiple-choice questions from the selected modules and Paper 02 comprises of four optional questions, two from each of the modules selected.

All candidates will be required to attempt the Alternate Paper 032 at the first sitting regardless of the approach chosen.

Paper	Modular Requirement												
Paper 01 <i>Regular (1 hour 15 minutes)</i> Modular <i>One Module (25 minutes)</i> <i>Two Modules (50 minutes)</i>	<table><tr><th>Module</th><th>Number of Items</th><th>Marks</th></tr><tr><td>Module 1</td><td>20</td><td>20</td></tr><tr><td>Module 2</td><td>20</td><td>20</td></tr><tr><td>Module 3</td><td>20</td><td>20</td></tr></table> <i>Each item will be allocated one mark.</i>	Module	Number of Items	Marks	Module 1	20	20	Module 2	20	20	Module 3	20	20
Module	Number of Items	Marks											
Module 1	20	20											
Module 2	20	20											
Module 3	20	20											
Paper 02 Regular <i>(2 hours)</i> Modular <i>One Module</i> <i>(40 minutes)</i> <i>Two Modules</i> <i>(1 hour 20 minutes)</i>	<i>This paper consists of 6 questions with one question set on each of the six themes across the three modules. There are two optional questions for each Module. The requirement for EACH module is outlined below.</i> Module 1 <i>This section will consist of TWO optional short-answer questions. Candidates must answer ONE question; each question is worth 25 marks</i> Module 2 <i>There will be TWO optional questions which will require the analysis of a stimulus. Candidates must answer ONE question; each question is worth 25 marks</i>												

Paper	Modular Requirement								
	<i>The question will require responses in the form of extended essays. The stimulus material may include extracts from documents, pictures, cartoons, maps, statistical tables and graphs, and the response required may be a single sentence, a short paragraph or an essay.</i> Module 3 <i>There will be TWO optional questions which will require responses in the form of extended essays. Each question is worth 25 marks</i> <table border="1"> <thead> <tr> <th>Module</th><th>Number of Items</th></tr> </thead> <tbody> <tr> <td>Module 1</td><td>2</td></tr> <tr> <td>Module 2</td><td>2</td></tr> <tr> <td>Module 3</td><td>2</td></tr> </tbody> </table> <i>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.</i>	Module	Number of Items	Module 1	2	Module 2	2	Module 3	2
Module	Number of Items								
Module 1	2								
Module 2	2								
Module 3	2								
Paper 032 (2 hours)	<i>This is a written paper consisting of five (5) compulsory short-answer questions based on research the candidate has conducted.</i> <i>See Guidelines for the Alternate Paper 032 on Pages 41-44.</i>								

◆ ASSESSMENT GRID

The Assessment Grid shows the weighted marks assigned to Papers and to Modules, and percentage contributions of each paper to the total scores for the subject.

Papers	Module 1	Module 2	Module 3	Total Weighted marks	Total %
Paper 01	18	18	18	54	30
Paper 02	30	30	30	90	50
Paper 032	12	12	12	36	20
Total (Weighted)	60	60	60	180	100

The marks assigned to papers and to skills and abilities, and the percentage contributions of each paper to the total score for EACH Module is shown below.

Papers	Knowledge and Comprehension (KC)	Use of knowledge (UK)	Enquiry and Communication (EC)	Total Weighted marks	Total %
Paper 01	12(14 raw)	4	2	18	30
Paper 02	12(10 raw)	12(10 raw)	6 (5 raw)	30)	50
Paper 032		4 (12 raw)	8 (24 raw)	12	20
Total (Weighted)	24	20	16	60	100

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and Paper 032.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 and Paper 03 of the examination for the year for which they reregister.

Candidates may reuse their Paper 032 score (starting from 2028 May/June sitting) or any moderated SBA score (from 2026 and 2027 sittings only) within a four-year period. In order to assist candidates in making decisions about whether or not to reuse their score, the Council will continue to indicate on the preliminary results if a candidate's Paper 032 score or any moderated SBA score (from 2026 and 2027 sittings only) is less than 50% in a particular subject.

Candidates reusing their Paper 03 scores should register as "Resit candidates" and must provide the previous candidate number when registering.

All resit candidates may register through schools, recognised educational institutions, or the Local Registrar's Office. A candidate who sat the regular examinations may opt to resit only the Module/s in which they were unsuccessful. That is, candidates may reuse their modular performance if they earned Grades A-D for any Module/s when they register to resit.

◆ GUIDELINES FOR MODULAR CANDIDATES

Candidates opting to sit the modular examinations must complete a Modular Paper 01 and a Modular Paper 02 and at their first sitting the Alternate Paper 032. Candidates who are using a modular approach must successfully complete all modules within a four-year period to be awarded the full CSEC® award.

Candidates using a modular approach may reuse their Paper 032 score (starting from 2028 May/June sitting) or their moderated SBA score (from 2026 and 2027 May/June sittings only) within a four-year

period when attempting the other modules. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score or Paper 032 score, the Council will continue to indicate on the preliminary results if a candidate's Paper 032 score or moderated SBA score is less than 50 per cent in the particular subject.

Modular candidates may enter through schools or recognised educational institutions, or as private candidates through the Local Registrar's Office.

◆ HISTORICAL SKILLS

This syllabus features eight historical skills that are embedded in the Specific Objectives that are targeted in each theme. The historical skills are use of terms and concepts, understanding chronology, historical investigation, communication, compare and contrast, cause and effect, continuity and perceive change, and contestation (points of view). Each skill is described below in order to ensure a common understanding of how they are interpreted in the syllabus.

HISTORICAL SKILLS	DESCRIPTION
Use of terms and concepts	The ability to identify, understand, and more importantly to use historical terms and concepts within a context to precisely communicate historical facts.
Understanding chronology	A focused examination of historical patterns and duration considering the importance of time and its categorisation in historical era/epoch.
Historical investigation	The ability to develop a critical understanding of historical arguments through research, application, and interpretation giving primary consideration to the collection of historical evidence, and its usage in drawing relevant historical conclusions.
Communication	Conveying historical information, ideas and arguments in ways that generate interest and create impact on readers from the historical writing or process.
Compare and contrast	Conduct analytical processing to understand the relationship among concepts, ideas, events, texts, events or phenomena – usually the similarities and differences – through categorization of ideas.
Cause and effect	This is one of the most important concepts in historical study focusing primarily on the factors leading to the development of events and the actions or responses displayed/generated from the events.
Continuity and perceived change	An examination of historical connections and linkages over time involving events, and the political, social, economic, and cultural impacts created.
Contestation (points of view)	An examination of competing historical themes and interests, and how they are recognised and represented in contexts. For example, political, social, economic, religious, and cultural contexts.

It is envisaged that the specific objectives will be delivered to ensure that these skills are targeted in a meaningful way.

♦ **MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN**
THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS
(1500s – 1848)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *appreciate how indigenous peoples and Africans were used in production and extraction processes;*
2. *demonstrate an understanding of reasons for, procurement of, and the use of enslaved labour on sugar plantations;*
3. *appraise critically the arguments for enslavement in the Caribbean and the methods of slave control;*
4. *understand the nature of slave systems in Africa and the Caribbean;*
5. *understand the nature of the interactions and exchange among indigenous peoples and Europeans;*
6. *appreciate the aspects of indigenous culture in the Caribbean; and,*
7. *understand the social, cultural and economic impact of African enslavement on West Indian society.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Production and Extraction in the Caribbean

- | | |
|---|--|
| 1. <i>describe how the European settlers attempted to find viable economic activities;</i> | <i>The use of indigenous labour in mining and agriculture.</i> |
| 2. <i>outline how Spanish settlers exploited indigenous labour;</i> | <i>Spanish methods of enslavement: Encomienda, repartimiento.</i> |
| 3. <i>explain the reasons for the change from tobacco to sugar production on the plantations; and,</i> | <i>The first cash crops: tobacco, cotton, indigo, logwood.</i>

<i>The decline of tobacco's productivity.</i> |
| 4. <i>examine the social, political and economic consequences of the shift to large scale sugar production.</i> | <i>The sugar revolution.</i>

<i>Evolution of planter class; increased importation of African labourers; expansion of estates; rise in price of land; increased wealth of colonies; creation of representative government.</i> |

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS (1500s – 1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: Reasons for and Nature of Chattel Enslavement

1. *explain the reasons for the enslavement of Africans in the Caribbean;*

Reasons:

- (a) *Inadequacy/unavailability of indigenous;*
- (b) *Difficulty in procuring indentured labour;*
- (c) *European views on the suitability of the African labourer;*
- (d) *The experiences of African labourers in the Atlantic Islands;*
- (e) *Access to a large population; and,*
- (f) *The cost of African labour was cheaper.*

2. *outline the process of capture and transport of Africans to the Caribbean;*

Procurement of African captives:

- (a) *The capture of Africans by fellow Africans;*
- (b) *Transport of captives to West Coast forts;*
- (c) *The processing and sale of captives to Europeans;*
- (d) *The Middle Passage; and,*
- (e) *Arrival and sale in the West Indies.*

3. *describe the size, organisation and layout of a typical sugar plantation;*

Size:

- (a) *Determined by country and topographic conditions.*

Organisational structure:

- (a) *Owner/attorney;*
- (b) *Overseer/manager, bookkeeper; and,*
- (c) *Driver.*
- (d) *Praedial and non-praedial (skilled and unskilled) enslaved persons.*

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN
THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS
(1500s – 1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: Reasons for and Nature of Chattel Enslavement

Layout:

- | | |
|---|---|
| | (a) <i>The Great House in a central position;</i> |
| | (b) <i>Quarters for overseers, bookkeepers and managers in close proximity to Great House;</i> |
| | (c) <i>Mill, Boiling, Curing House, Distillery and Workshops and Trash House;</i> |
| | (d) <i>Estate woodland;</i> |
| | (e) <i>Huts for the enslaved downwind from the Great House;</i> |
| | (f) <i>Provision grounds;</i> |
| | (g) <i>Cane fields separated by cart roads;</i> |
| | (h) <i>Hospital; and,</i> |
| | (i) <i>Slave burial ground.</i> |
| 4. <i>explain how labour was used on a typical sugar plantation; and,</i> | <i>The use of labour on a typical sugar plantation: based on gender, skills, age, physical strength.</i> |
| 5. <i>describe the cultivation, manufacture and export of sugar.</i> | <i>The cultivation, manufacturing process (from the field to the curing house) and the export of sugar.</i> |

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS (1500s – 1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Stated and understated reasons for Enslavement

- | | |
|---|--|
| 1. examine the reasons given to justify the enslavement of Africans; | Arguments used by slave holders to justify enslavement. |
| 2. explain the methods of control used to keep enslaved people in bondage; and, | (a) Laws and control mechanisms such as brutality through violence, punishment, and sexual exploitation of the enslaved; and,
(b) Psychological methods of control. |
| 3. compare and contrast enslavement in Africa with Chattel enslavement. | (a) Concepts of enslavement and slavery;
(b) The nature of Chattel enslavement in the Caribbean; and,
(c) The nature of domestic enslavement in West Africa. |

Sub-Theme 4: Demographic Changes and Cultural 'Exchanges'

- | | |
|--|--|
| 1. account for the demographic changes in the Caribbean by the 17th century; | Decline of the Indigenous population:
(a) Genocide of the Tainos; and,
(b) Genocide and marginalisation of the Kalinago People. |
| 2. describe the exchange of plants and animals between the Old and New World; and, | Atlantic exchange of plants and animals. |
| 3. identify aspects of Caribbean culture that originate with Indigenous civilisations. | The Indigenous languages and cultural retentions. |

Sub-Theme 5: Impact of Enslavement on Descendants in the Caribbean (Individuals, Family, Society)

- | | |
|--|--|
| 1. describe the social consequences of enslavement on Caribbean society; | The legacy of enslavement – Social stratification based on colour.
(a) Attitudes of cultural and psychological inferiority: preference for European cultural norms over African. |
|--|--|

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS (1500s – 1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 5: Impact of Enslavement on Descendants in the Caribbean (Individuals, Family, Society) (cont'd)

- | | |
|---|---|
| 2. describe the economic consequences of enslavement on Caribbean society; and, | Economic deprivation. Intergenerational poverty, landlessness. |
| 3. explain features of African cultural retention in the Caribbean. | African influences in religion, music, dance, food, language, dress, festivals. |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

1. Assign roles to students such as enslaved field worker, driver, overseer, Great House owner, and act out a day on a plantation. Have them reflect on power dynamics and daily experiences.
2. Divide students into two groups to present arguments - one defending historical justifications for enslavement (for analysis only), the other refuting them using moral, economic, and human rights arguments.
3. In groups, have students create annotated maps showing the capture, transport, and sale of Africans, including conditions of the Middle Passage.
4. Have students create posters on African influences in Caribbean culture (e.g., music, religion, food) and present them in a gallery walk format.
5. Have students simulate managing a plantation, making decisions about labour allocation, crop production, and dealing with resistance. Have them reflect on ethical implications.
6. Have students analyse short case studies and create Venn diagrams comparing the two systems - Encomienda vs. Repartimiento - in terms of structure, impact, and effectiveness.
7. Have students write diary entries or letters from the perspective of an enslaved person, an indigenous labourer, or a plantation owner.
8. Have students create visual timelines showing key events, economic shifts, and demographic changes related to the Sugar Revolution.
9. Ask students to prepare and participate in a structured discussion on topics like social stratification, cultural inferiority, and economic deprivation
10. Challenge students to research African-influenced Caribbean music or dance, then present or perform examples, explaining their historical roots.

♦ **MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN**
THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM
MOVEMENTS (1500s-1848)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *understand the causes and outcomes of war between the Indigenous Peoples and the Europeans;*
2. *understand how Indigenous Peoples and Africans coped with European settlement and expansion;*
3. *understand and appreciate the causes, nature and outcomes of the struggle against enslavement; and,*
4. *demonstrate knowledge of the conditions related to causes, nature and outcomes of the Haitian Revolution.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Indigenous Response to European Settlements – War and Diplomacy

- | | |
|---|---|
| 1. <i>define the concepts and terms/phrases that relate to indigenous war and resistance;</i> | <i>Definition of the following concepts and terms: encomienda, repartimiento, resistance, revolt, war, diplomacy, treaties, 'battle of technology' marronage.</i> |
| 2. <i>describe the changing nature of the relationship between the Europeans and the Indigenous people (Taino) from the initial encounter to 1495;</i> | <i>Relationships between the Taino and Europeans to 1495.</i> |
| 3. <i>outline the different tactics used by the Indigenous peoples including their political leaders (Taino and Kalinago) to resist the European presence; and,</i> | <p><i>Tactics employed by the Indigenous people (Taino and Kalinago) to resist the European presence:</i></p> <ol style="list-style-type: none"> (a) <i>Guerilla warfare;</i> (b) <i>Infanticide and suicide;</i> (c) <i>Revolts;</i> (d) <i>Marronage; and,</i> (e) <i>Sabotage and refusal to work.</i> |

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM MOVEMENTS (1500s-1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Indigenous Response to European Settlements – War and Diplomacy

4. *explain the causes and outcomes of the wars between the Europeans and Indigenous people (Taino and Kalinago) up to the early 1700's.*

Causes:

- (a) *European quest for land and subjugation; and,*
- (b) *Resistance to European domination and enslavement.*

Outcomes:

- (a) *Genocide of the Taino;*
- (b) *Marronage;*
- (c) *Peace Treaties; and,*
- (d) *Deportation.*

Sub-Theme 2: Coping Mechanisms – Indigenous and African People

- 1. *define the concepts and terms related to cultural resistance of the Indigenous and African people;*
- 2. *explain the similarities and differences in the strategies used by Indigenous and African people to cope with their enslavement; and,*
- 3. *examine the ways in which Indigenous and enslaved people used religion and other cultural practices to accommodate and resist their enslavement by the Europeans.*

Definition of the following concepts and terms appropriately: resilience, syncretism.

Similarities and differences in strategies used by Indigenous and Enslaved people to cope with their enslavement, for example, fighting strategies, scorch earth tactics, food production, mass and individual suicide, poisoning, religion.

Religion and cultural practices, for example, dance, music, language as distinct methods of accommodation and resistance to enslavement.

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM MOVEMENTS (1500s-1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Resistance – Enslaved African People

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| 1. define the concepts and terms as they relate to resistance. | Definition of the following: non-insurrectionary resistance, insurrectionary resistance, petit marronage, grand marronage. |
| 2. outline the different ways in which enslaved people (men and women) engaged in non-insurrectionary forms of resistance; | Different ways in which enslaved people (men and women) engaged in non-insurrectionary resistance, for example, gynaecological resistance, malingering, work stoppages, destruction of plantation equipment, running away.

Caribbean insurrectionary abolitionists - Prince Klaas, Cuffy, Tacky, Cudjoe, Nanny of the Maroons. |
| 3. explain how non-insurrectionary forms of resistance affected the day-to-day running of the plantation complex: the fields, factories, and Great Houses; and, | How non-insurrectionary forms of resistance affected the day-to-day running of the plantation complex: the fields, factories, Great Houses, for example, damaging crops, farm animals, eating the cane, deliberate incidents in the boiling house – adding lime, ladling, testing/strike during the boiling process, destruction of ox-drawn carts, carelessness in the Great House, pretending ignorance. |
| 4. examine the causes and outcomes of insurrectionary resistance throughout the Caribbean up to 1815. | Insurrectionary resistance in the Caribbean – causes and outcomes: Antigua (1735), Berbice (1763); Tacky (1760); First Maroon War (1730s) and Second Maroon War (1795-96). |

Sub-Theme 4: The Haitian Revolution (1791-1804)

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| 1. define the concepts and terms related to the Haitian Revolution; | Definition of the following concepts: Petit Blancs, Grand Blanc, affranchis/mulattoes/gens de couleur, The Exclusive, vodou. |
| 2. explain the internal and external conditions which contributed to the outbreak of the Haitian Revolution; | Conditions which contributed to the outbreak of the Haitian Revolution – External Factors (the French Revolution and American Revolution), Internal Factors (divisions within St. Domingue society, coloured revolt, size of the slave population, especially the large African majority, the vodun religion, influential leadership within the enslaved rank). |

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM MOVEMENTS (1500s-1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: The Haitian Revolution (1791-1804) (cont'd)

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| 3. discuss the factors which led to the successful overthrow of French colonial rule in St Domingue and the declaration of Independence in 1804; and, | Factors which led to the successful overthrow of the French Colonial System in St Domingue and the Declaration of Independence in 1804 (leadership of Boukman, Toussaint L'Ouverture, Jean Jacques Dessalines; emancipation of the enslaved people by Sonthonax, knowledge of the terrain, events in France, disunity between whites and coloureds in St Domingue, external interference from Spain and England, attempts by France to regain control of the country and diseases). |
| 4. examine the impact of the Haitian Revolution on the system of enslavement in the Americas. | Decline in French sugar output, the Louisiana Purchase (1803), efforts by the southern United States to contain the effects of the revolution, US embargo on Haiti, inspiration for other enslaved uprisings, movement of emigres to Jamaica, Cuba and Puerto Rico, invasion of Santo Domingo, political exclusion of Haiti. |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

1. Ask students to create a timeline highlighting key periods of oppression and displacement for both Indigenous and African peoples in the specific geographic context being studied. This helps students understand the historical roots of present-day challenges.
2. Have students research and present on key figures who led resistance movements.
3. Examine excerpts from autobiographies, interviews, or historical documents that illustrate coping strategies.
4. Have students compile a glossary of concepts used within the Module.
5. Begin with a visual representation of the Caribbean, highlighting the major European colonial powers and the islands where sugar plantations and the enslavement of Africans were most prevalent. Invite students to participate in the discussion on the brutal nature of the plantation system and the dehumanization inherent in enslavement.

MODULE 1: OPPRESSIVE LABOUR SYSTEMS IN THE CARIBBEAN

THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM MOVEMENTS (1500s-1848) (cont'd)

Suggested Teaching and Learning Activities

6. *Introduce short, impactful excerpts from narratives of formerly enslaved people (where available for the Caribbean context), colonial records detailing resistance, or even songs and proverbs that hint at defiance. Ask students for their initial reactions and observations.*
7. *Students visit museums and archives and other archaeological sites to examine the material culture of indigenous peoples.*
8. *Divide students into groups, each focusing on a specific example of resistance in the Caribbean:

Each group should research the causes, key figures, strategies, and outcomes of their case study and present their findings to the class.*
9. *Have students create a timeline of major rebellions in the Caribbean, identifying patterns and connections.*
10. *Have students compare and contrast the causes, leadership, and outcomes of different rebellions.*
11. *Have students research the biographies of key rebel leaders (for example, Tacky, Boukman, Toussaint Louverture) and analyse their motivations and strategies.*
12. *Facilitate a discussion on how the persistent resistance of enslaved people, in all its forms, contributed to the growing anti-slavery sentiment and ultimately the abolition of slavery.*
13. *Guide students to explore the interplay between the actions of enslaved people and the efforts of abolitionist movements in Europe and the Americas.*

◆ **MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION**

THEME 3: EMANCIPATION AND APPRENTICESHIP IN THE BRITISH AND FRENCH CARIBBEAN (1787- 1848)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *demonstrate knowledge of the anti-slavery movement in Britain and France;*
2. *demonstrate an understanding of economic forces in the decision to pass the Emancipation Act;*
3. *appreciate the significance of anti-slavery revolts in the passage of the Emancipation Act; and,*
4. *demonstrate an understanding of how Apprenticeship worked.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Imperial Abolition Campaigns

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|---|---|
| <ol style="list-style-type: none">1. <i>examine the attitudes and arguments advanced by interest groups in Britain toward slavery;</i>2. <i>examine the attitudes and arguments advanced by interest groups in France toward slavery; and,</i>3. <i>assess the course of the British and French anti-slavery movements.</i> | <p><i>Attitudes toward the slave trade and slavery, Interest groups (humanitarians, planters, religious community, economists) and their arguments (for or against slavery).</i></p> <p><i>Attitudes toward the slave trade and slavery, Interest groups (humanitarians, planters, religious community, economists) and their arguments (for or against slavery).</i></p> <p>Anti-slavery movements:</p> <p>(a) <i>Early protests (Quakers, Clapham Sect, Nonconformist Missionaries);</i></p> <p>(b) <i>Organised campaign for:</i></p> <p><i>Society for effecting the Abolition of the Slave Trade, Slave Registration Act, Society for the Mitigation and Gradual Abolition of Slavery, Amis des Noirs, British Industrialists.</i></p> <p>(c) <i>Organised campaign against:</i></p> <p><i>West India Interest.</i></p> |
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MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 3: EMANCIPATION AND APPRENTICESHIP IN THE BRITISH AND FRENCH CARIBBEAN (1787- 1848) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Imperial Abolition Campaigns (cont'd)

- (d) Roles of outstanding personalities - Sharp, Clarkson, Wilberforce, Buxton, Macaulay; Schoelcher; Stephen; and,
- (e) Planters' response, for example, rejection of the amelioration proposal, increase in persecution of missionaries in Jamaica, Barbados, Trinidad, St Vincent, Dominica.

Sub-Theme 2: The Coming of Emancipation in the British Caribbean

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|--|---|
| 1. describe the impact of the Industrial Revolution on the emancipation movement in Britain; | The Industrial Revolution; political (1832 Reform Act) and economic (concepts of free trade, mercantilism vs free trade). |
| 2. examine the impact of the Emancipation Revolts on the passing of the Emancipation Act; | Bussa Revolt (1816), Demerara Revolt (1823), Christmas Revolt (1831/1832). |
| 3. explain the reasons for the passing of the British Emancipation Act; | British Parliamentary reform and its significance; persecution of missionaries; 19 th century revolts and continued planter brutality of the enslaved; increased public consciousness. |
| 4. outline the main clauses of the British Emancipation Act; and, | The Emancipation Act: main clauses – freedom, apprenticeship, compensation. |
| 5. describe how Apprenticeship worked in the British Caribbean | Apprenticeship: obligations of apprentices and masters, stipendiary magistrates, response of planters and apprentices to the system, compensation. |

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION
THEME 3: EMANCIPATION AND APPRENTICESHIP IN THE BRITISH AND FRENCH CARIBBEAN
(1787- 1848)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

- 1. Divide students in groups relating to different Interest groups in the British and or French and have students research and present the views/ stance of the assigned interest group to the class.*
- 2. Have students use data from the topic in class and create a timeline mapping the causes of British and or French emancipation (main laws, events, campaign activities).*
- 3. Assign students' roles of key personalities and do a debate or speech based on the arguments.*
- 4. Give students a prompt and have them write an essay on British and or French Emancipation movement.*
- 5. Create visual timelines linking the revolts and the Parliamentary debate and activities relating to the movement towards emancipation in the British and French Caribbean.*
- 6. Students work in groups or individually to create a brochure on the reasons for emancipation and the clauses of the Emancipation Act.*
- 7. Assign a prompt to students and have them write an essay on the working of apprenticeship system.*

◆ **MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION**

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *appreciate the significance of the development, challenges and impact of the peasantry;*
2. *understand the causes, nature and impact of Indentureship in the Caribbean;*
3. *understand the contributing factors, initiatives and impact of diversification on the Caribbean economies; and,*
4. *develop an awareness of living conditions for working class people in the 1930s.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Peasant Development

1. *explain the factors that led to the development of peasantries in the Caribbean;*

Factors for development of peasantry

- (a) *Proto peasantry;*
- (b) *Land availability;*
- (c) *Squatting on Crown and private land;*
- (d) *Government policy;*
- (e) *Missionaries;*
- (f) *Reduction in wages; and,*
- (g) *Opportunities for land purchase.*

2. *discuss the difficulties faced by Caribbean people in the development of the peasantry; and,*

Challenges to peasant development in the Caribbean

- (a) *Unavailability of land;*
- (b) *Land insecurity;*
- (c) *Planters' monopoly of land;*
- (d) *Colonial policy;*

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

SPECIFIC OBJECTIVES

Students should be able to:

Sub-Theme 1: Peasant Development (cont'd)

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3. *examine the ways in which the peasantry benefited Caribbean people.*

CONTENT

- (e) *Price of land;*
- (f) *Planter policy;*
- (g) *Maintenance of villages;*
- (h) *Praedial larceny;*
- (i) *Communication; and,*
- (j) *Archaic techniques.*

Contribution of peasantry to the Caribbean

- (a) *Economic – new crops, export, internal markets, the formation of cooperatives and friendly societies;*
- (b) *Social – independent villages, modernization of society through schools, churches, shops; and,*
- (c) *Political – acquisition of the franchise.*

Sub-Theme 2: Indentureship in the Caribbean

1. *identify the factors that gave rise to European and Asian indentureship after emancipation in the Caribbean;*

Factors that gave rise to European and Asian indentureship

- (a) *Economic – labour shortage and labour relations, efforts to improve standard of living, poverty, famine;*
- (b) *Social – maintain racial superiority, cultural and linguistic familiarity, caste system, demand for white labour; and,*
- (c) *Political – colonial office policy, demand of the planters.*

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: Indentureship in the Caribbean (cont'd)

2. *examine the social and economic conditions which faced the East Indians in the Caribbean; and,*

Social and Economic conditions

- (a) *Social – housing conditions, restrictions on freedom of movement, limited spousal choices, imprisonment for minor offences, restrictions on religious and cultural practices; and,*
- (b) *Economic – low wages, reduction in wages for bad work.*

3. *examine the impact of Asian immigrants on British Caribbean societies during the 19th century.*

Impact of Asian immigrants on British Caribbean societies during the 19th century

Chinese and Indian Contribution

- (a) *Social – leisure activities, religion, cultural practices, settlements and demography, racial tension, gambling;*
- (b) *Economic – expense of recruiting and retaining labour, small business owners, traders, agricultural skills, contributed to the diversification of the economy; and,*
- (c) *Political – resistance from seasoned Indian indentures, cultural resistance, absconded from the estates, strikes and riots.*

Sub-Theme 3: Diversification (1850s-1960s)

1. *explain the factors that led to diversification of Caribbean economies after emancipation;*

Factors that led to diversification

- (a) *Abolition of enslavement: eventual end of monocrop economy;*
- (b) *Decline of sugar;*
- (c) *Labour shortages (immigration);*
- (d) *Equalization Act enabled diversification; and,*
- (e) *Beet sugar in Europe.*

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Diversification (1850s-1960s) (cont'd)

2. explain the initiatives taken to diversify Caribbean economies after emancipation; and,

Attempts at Diversification

- (a) Alternate Crops – banana, cocoa, nutmeg, coconut, arrow root, coffee, rice, pimento, cotton, citrus, indigo, rubber;
- (b) Tourism; and,
- (c) Industrialisation.

3. discuss the impact of diversification on Caribbean economies.

Impact on Caribbean Economies

- (a) Positive Impact – for example, reduced reliance on sugar and vulnerability of a monocrop economy, development of agriculture, contributed to financing education, investment in health, foreign investment, harbours, land reclamation; and,
- (b) Negative Impact – for example, repatriation of profits, disparities in economic development, dependency, vulnerability to internal and external factors, racial and social disparities.

Sub-Theme 4: Social Conditions: housing, labour, health and education

1. describe the housing conditions in the British Caribbean in the 1930s;

Housing conditions

Disrepair, absence of sanitary arrangements, high rents, overcrowding, poor construction, poor infrastructure.

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: Social Conditions: housing, labour, health and education (cont'd)

2. *describe the working conditions in the British Caribbean in the 1930s;*

Working conditions

- (a) *Low wages;*
- (b) *Unemployment and underemployment;*
- (c) *Long hours of work;*
- (d) *Absence of workmen's compensation and lack of trade union representation;*
- (e) *Legacy of slavery;*
- (f) *Persistence of child labour; and,*
- (g) *Practice of locking bakers in bakeries as in Barbados.*

3. *outline the nature of health care in the British Caribbean in the early 20th century; and,*

Health conditions

- (a) *High maternal, infant and adult mortality;*
- (b) *Widespread disease and malnutrition;*
- (c) *Lack of medical facilities for the working;*
- (d) *Class (including availability of medical doctors to the working class);*
- (e) *Poor sanitation; and,*
- (f) *Socio-economic status.*

4. *examine the educational provisions for working class people of the British Caribbean in the early 20th century.*

Education

- (a) *Schools under the Negro Education Grant and Mico Charity;*

MODULE 2: SOCIAL AND ECONOMIC CONDITIONS AFTER EMANCIPATION

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN CARIBBEAN COLONIES IN THE 19th AND 20th CENTURIES (1850s – 1960s)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: Social Conditions: housing, labour, health and education (cont'd)

- (b) Provisions by churches for Elementary Education (Anglican, Catholic, Methodist, Baptist, Presbyterian, Moravian);
- (c) Private Elementary Schools;
- (d) Grammar Schools; and,
- (e) Tertiary Education – for example, Jamaica - Teachers' Colleges, Barbados - Codrington College, Rawle Training College.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

1. Let students create a graphic organiser explaining the reasons for the development of peasantry.
2. Research/Jigsaw- divide students in groups and assign each group a benefit of peasantry and have students teach each other/peers the details of each benefit.
3. Students view a video on East Indian indentureship and write a reflection on the conditions faced by East Indians.
4. Students research and present in groups the contributions of East Indian and or Chinese Immigration to the Caribbean in a podcast.
5. Student debate on the causes and or effects of Diversification using the prompt, "Diversification key to Caribbean resilience 19th-20th century".
6. Students analyse photos or videos on the living and working conditions in the Caribbean and write a reflective piece on each.
7. Students create a poster outlining the nature of healthcare in the Caribbean in the 20th century.
8. Students create a glossary of key terms: peasantry, Diversification, Immigration, Indentureship.

◆ **MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT**

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *understand the motivation for US expansionism and intervention in the Caribbean and Latin America;*
2. *demonstrate an understanding of the nature and consequences of United States involvement in the Caribbean and Panama; and,*
3. *understand the nature and impact of the Cuban Revolution.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: United States Influence in the Caribbean (1776-1934)

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| <ol style="list-style-type: none"> 1. <i>explain the reasons for United States' interest in the Caribbean between 1776 – 1870;</i> | <p><i>Reasons for United States' interest in the Caribbean:</i></p> <ol style="list-style-type: none"> (a) <i>Defense;</i> (b) <i>Expansionism;</i> (c) <i>Trade and investments; and,</i> (d) <i>United States ideology – Manifest Destiny and The Ostend Manifesto.</i> |
| <ol style="list-style-type: none"> 2. <i>explain the United States policies associated with their interest and intervention in the Caribbean; and,</i> | <p><i>Policies: Imperialism; Monroe Doctrine; Roosevelt Corollary; Big Stick Policy; Dollar Diplomacy; Good Neighbour Policy.</i></p> |
| <ol style="list-style-type: none"> 3. <i>examine the consequences of the United States' involvement in Cuba and Haiti up to 1934.</i> | <p><i>Consequences:</i></p> <ol style="list-style-type: none"> (a) <i>Political – Military Invasion of Cuba and Haiti, Loss of Sovereignty, Seizure of Guantanamo Bay, Platt Amendment;</i> (b) <i>Economic – Upgrades to infrastructure (roads and bridges), Reduction of German influence concerning loans to Haiti, Reduction in debt for both territories, Dance of the Millions, Unemployment, Tourism; and,</i> |

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: United States Influence in the Caribbean (1776-1934) (cont'd)

- (c) *Social – Spread of American culture, Suppression of Cuban culture, Entry of American Evangelical churches, American Educational influence (textbooks), Spread of racial prejudice, High illiteracy rates.*

Sub-Theme 2: Panama Canal

1. *show how US foreign policies were linked to the 'taking of Panama';*
2. *outline the reasons for the United States interest in Panama;*
3. *describe the initiatives that the United States used to acquire the Panama Canal Zone; and,*

US policies: Roosevelt Corollary, Big Stick Policy.

Reasons for United States interest (The Panama Canal): economic, defense.

Initiatives:

- (a) *Treaty negotiations:*
 - (i) *Clayton Bulwer Treaty;*
 - (ii) *Hay-Pauncefote Treaty;*
 - (iii) *Hay-Herran Treaty; and,*
 - (iv) *Hay-Bunau-Varilla Treaty;*
- (b) *Military intervention; and,*
- (c) *Support for Panama independence.*

4. *explain the impact of the United States intervention on Panama and the Caribbean.*

Impact:

- (a) *Economic – Boost to Panamanian economy; Impact of Panama money on the Caribbean;*

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985) (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Sub-Theme 2: Panama Canal (cont'd)

CONTENT

- (b) *Social – Migration and employment of Caribbean nationals, Cultural Diffusion, Death and disease in the Panama zone, Racial discrimination, Demographic imbalance; and,*
- (c) *Political – Control of the Panama Canal Zone, Influence over Panamanian leaders, US assumed the role of International Policeman.*

Sub-Theme 3: The Cuban Revolution (1959-1983)

1. *explain the terms associated with the Cuban Revolution;*
2. *outline the conditions in Cuba that led to the Cuban Revolution;*

Key terms: communism; nationalization; Cold War; Bay of Pigs; Cuban Missile Crisis.

Conditions:

- (a) *Political – Suppression of freedom under Batista, corruption, US influence in Cuban affairs, political instability;*
- (b) *Social – Lack of educational opportunities, insufficient medical care, Lack of housing, gambling and prostitution; and,*
- (c) *Economic – Low wages, Monoculture, US land appropriation, US domination of corporations, unemployment, economic inequalities.*

3. *outline the policies of the Cuban revolution;*

Policies of the Cuban Revolution:

- (a) *Political – Socialism, Removal of political opponents, creation of Militias, Opposition to the United States;*
- (b) *Economic – Land redistribution, Expropriation, Trade with the then USSR, Nationalisation of resources; and,*

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: The Cuban Revolution (1959-1983) (cont'd)

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| | (c) | <i>Social reforms – Government funded education, healthcare, housing; mass migration to the United States.</i> |
| 4. | | <i>explain the impact of the Cuban Revolution on the Caribbean between 1959 – 1983; and,</i> |
| | | <i>Impact of Cuban Revolution:</i> |
| | (a) | <i>Spread of socialism (Grenada);</i> |
| | (b) | <i>Creation of United States economic and political spheres of influence;</i> |
| | (c) | <i>Anti-communistic campaign; and,</i> |
| | (d) | <i>The Cold War.</i> |
| 5. | | <i>examine the United States' response to the Cuban Revolution, 1959 – 1962.</i> |
| | | <i>United States' response:</i> |
| | (a) | <i>economic embargo;</i> |
| | (b) | <i>ideological warfare;</i> |
| | (c) | <i>military intervention and blockade; and,</i> |
| | (d) | <i>international pressure (OAS).</i> |

Sub-Theme 4: US Military Intervention of Grenada (1983)

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|----|-----|--|
| 1. | | <i>describe the circumstances in Grenada that led to the revolution in 1979;</i> |
| | | <i>Circumstances:</i> |
| | (a) | <i>Political – Political persecution of the opposition forces, the Mongoose gang;</i> |
| | (b) | <i>Social – Lack of healthcare, housing and illiteracy; and,</i> |
| | (c) | <i>Economic – High unemployment, inferior infrastructure (roads, airports and seaports).</i> |

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT
THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: US Military Intervention of Grenada (1983) (cont'd)

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|--|---|
| <p>2. <i>explain the reasons for the United States intervention in Grenada in 1983; and,</i></p> | <p>Conditions:</p> <ul style="list-style-type: none"> (a) <i>Political instability;</i> (b) <i>Military coup;</i> (c) <i>Assassination of the Prime Minister and members of his Cabinet;</i> (d) <i>Communism and Cuban influence in Grenada;</i> (e) <i>Invitation by Caribbean countries; and,</i> (f) <i>Protection of US interests and citizens.</i> |
| <p>3. <i>outline the initiatives taken by the United States and the multinational force to restore stability in Grenada between 1983 and 1985.</i></p> | <p>Initiatives:</p> <ul style="list-style-type: none"> (a) <i>Military intervention (Operation Urgent Fury);</i> (b) <i>Economic aid;</i> (c) <i>Restoration of democracy; and,</i> (d) <i>Training of a Police force.</i> |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Ask students to plan and execute debates for analysing (supporting or opposing) the motives for US expansionism and intervention.*
2. *Students may participate in interviews roleplaying the key stakeholders (e.g. Che Guevara, Castro and President Roosevelt).*
3. *Share podcasts explaining the causes and effects US influence in the Caribbean and Latin American territories.*

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN (1776-1985) (cont'd)

Suggested Teaching and Learning Activities (cont'd)

4. *Have students create a timeline- showing chronology as well as cause and effects of US expansionism and intervention.*
5. *Have students write a personal opinion piece in the form of a journal or letter from alternative perspectives (US versus Caribbean/ Latin American).*
6. *In small groups, have students analyse or create a cartoon to reflect occurrences of US influence in the Caribbean and Latin American territories.*

◆ **MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT**

THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930-1983)

GENERAL OBJECTIVES

On completion of this Theme, students should:

1. *understand the causes, nature and consequences of the 1930s revolts;*
2. *demonstrate an understanding of the origins, institutional structure and ultimate dissolution of the West Indies Federation (1958- 1962);*
3. *understand the process by which the British West Indies acquired their independence and motives for other Caribbean countries' continued British dependency; and,*
4. *know the motives for regional integration and institutions that fostered Caribbean unity.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Revolts of 1930s and Moyne Commission

- | | |
|---|---|
| 1. <i>examine the reasons for revolts in the 1930s;</i> | (a) <i>Deplorable social and economic conditions;</i>
(b) <i>Great Depression;</i>
(c) <i>Return of war veterans and Panamanian migrants;</i>
(d) <i>Rising Nationalism;</i>
(e) <i>Exclusion from political process; and,</i>
(f) <i>Lack of trade unions and supported laws.</i> |
| 2. <i>outline the sequence of the revolts from 1933 to 1942; and,</i> | <i>Revolts in St Kitts and Nevis, St Vincent, St Lucia, Trinidad and Tobago, Barbados, Jamaica, the Bahamas.</i> |
| 3. <i>outline the major recommendations of the Moyne Commission.</i> | <i>Moyne Commission recommendations: health care, education, slum clearance, Colonial Development and Welfare fund, trade unionism and closer union.</i> |

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT
THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930-1983) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: West Indies Federation (1958-1962)

1. *explain the reasons for the establishment of the West Indies Federation;*

Reasons for Federation:

- (a) *Failure of earlier attempts at federation;*
- (b) *Small size and lack of resources;*
- (c) *British policy to reduce cost of administration;*
- (d) *Historical/ cultural regional similarities;*
- (e) *Close proximity except Jamaica; and,*
- (f) *Quest for political independence.*

2. *outline the structure of the federation; and,*

Structure:

- (a) *Governor General;*
- (b) *Prime Minister;*
- (c) *Council of State; and,*
- (d) *Parliament (bicameral).*

Powers and Functions:

- (a) *Postal affairs;*
- (b) *University College of the West Indies;*
- (c) *Shipping; and,*
- (d) *Weights and measures.*

3. *assess the reasons for the collapse of the West Indies Federation in 1962;*

Reasons for collapse:

- (a) *Weak federal government (lack of power to tax);*
- (b) *Not all West Indian territories were members;*

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT
THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930-1983) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: West Indies Federation (1958-1962) (cont'd)

- (c) *Insularity;*
- (d) *Role of Britain:*
 - (i) *promise of independence; and,*
 - (ii) *lack of funding;*
- (e) *Absence of major political figures;*
- (f) *Distance and communication;*
- (g) *Economic disparity among the territories;*
- (h) *Retroactive taxation;*
- (i) *Issues relating to the capital; and,*
- (j) *Jamaica and Trinidad and Tobago's exit.*

Sub-Theme 3: Independence (1959-1983)

1. *outline the reasons why British Caribbean territories sought independence;*
2. *explain the major constitutional steps to independence in the Anglophone Caribbean; and;*

Reasons for independence:

- (a) *Movement towards decolonization (India and Africa);*
- (b) *Economic stability;*
- (c) *Failure of the federation; and,*
- (d) *Confidence of middle-class leaders.*

Constitutional steps: Universal Adult Suffrage, Cabinet Government, federation, self-government.

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT
THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930-1983) (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Independence (1959-1983) (cont'd)

- | | |
|--|--|
| <p>3. describe the reasons why some territories remained under British rule.</p> | <p><i>Non-independent territories – Cayman Islands, British Virgin Islands, Montserrat, Anguilla, Turks and Caicos.</i></p> <p>(a) <i>Small size;</i></p> <p>(b) <i>Economic uncertainty;</i></p> <p>(c) <i>Dependence on British aid; and,</i></p> <p>(d) <i>Strong anti-independence movement.</i></p> |
|--|--|

Sub-Theme 4: Regional Integration to 1983

- | | |
|--|---|
| <p>1. explain the justification for regional integration after Federation; and,</p> | <p><i>Reasons for regional integration – small territories, lack of resources, common history and experience, trade.</i></p> |
| <p>2. describe the contribution of regional institutions to Caribbean development.</p> | <p>Contribution of the following institutions:</p> <p>(a) <i>West Indies Cricket;</i></p> <p>(b) <i>The UWI;</i></p> <p>(c) CXC®; and,</p> <p>(d) <i>CARICOM.</i></p> |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Theme, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students give an artistic representation (spoken word, painting, poem, song) roleplaying and highlighting the motives for the 1930s revolts.*
2. *Ask students to form small groups and illustrate a graphical timeline displaying the 1930s revolts.*
3. *Allow students to create a mock sitting presenting the recommendations of the Moyne Commission.*

MODULE 3: CARIBBEAN CHALLENGES AND POLITICAL DEVELOPMENT
THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930-1983) (cont'd)

Suggested Teaching and Learning Activities (cont'd)

4. *Have students plan and execute debates on the pros and cons of WI Federation.*
5. *Students may participate in interviews and role-plays from the perspectives of Manley and Bustamante on the motives for the WI Federation.*
6. *Have students draw a diagram outlining the structure of the WI Federation.*
7. *Have students create an interactive timeline displaying and explaining steps taken towards achieving independence.*
8. *Students may produce a debate or analytical essay highlighting the pros and cons of independence and continued dependency.*
9. *Have students create a podcast or artistic presentation showing the motivations for regional integration.*
10. *Have students create a poster describing the regional institution of the Caribbean.*

◆ GUIDELINES FOR THE ALTERNATE PAPER 032

RATIONALE

The Alternate Paper 032 is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring knowledge, skills and attitudes that are critical to the subject. This Research Skills Paper is a written examination that assesses the historical enquiry and communication skills developed throughout the course and applied through the formative internal research project.

All candidates will be required to sit Paper 032. This paper consists of FIVE (5) compulsory questions (total 36 marks). The questions are based on a research project that candidates will have conducted prior to the examination on a topic of their choice from any of the six syllabus themes.

The paper is designed to assess candidates' ability to:

1. *Identify an area of research and develop appropriate research questions.*
2. *Justify the selection of a research topic.*
3. *Demonstrate understanding of the historical background and context of the research topic.*
4. *Identify and evaluate different sources of evidence (primary and secondary).*
5. *Analyse and interpret information with respect to the research questions.*
6. *Draw conclusions which are fully supported by the evidence.*
7. *Make recommendations based on identified gaps.*
8. *Present their findings in acceptable language, using the conventions of historical writing.*

In order to aid their preparation candidates MUST complete the following formative project. While the project itself does not contribute to the final examination grade, it is the primary way in which candidates will develop the historical enquiry, analysis, and communication skills tested in the written Paper 032.

THE FORMATIVE PROJECT

The Internal Research Project is a formative exercise designed to equip all candidates with the essential research skills required to successfully complete Paper 032.

This formative project serves as a crucial bridge between the content of the syllabus themes and the application of historical skills. It allows students to explore an area of interest in depth, engage with primary and secondary sources, and structure an argument – all competencies that will be directly assessed in the final examination.

SPECIFIC OBJECTIVES

The following Specific Objectives have been designed for the research project

Candidates should be able to:

1. *identify an area of research appropriate to the Theme or Local History;*
2. *develop a rationale for selecting the area of research;*

3. *identify and evaluate different sources of evidence (primary and secondary);*
4. *analyse and interpret the information with respect to the research question;*
5. *make conclusions which are fully supported by the evidence; and,*
6. *present their findings in acceptable language.*

GUIDELINES FOR RESEARCH PROJECT

The research topic

1. *The research topic must be written in the form of a statement.*
2. *It should be feasible, researchable, context bound in terms of time, place or settings.*
3. *Two or three research questions should be formulated to address the topic.*

Purpose of the Research

The purpose of the research should be stated as a part of the rationale for the project.

Examples of research topics

1. *The response of the Kalinago people to the colonisation of Dominica.*
2. *The American's presence in your territory (for example, Barbados, Trinidad and Tobago, St. Lucia).*
3. *The history of a sugar plantation in your territory (for example, Drax Hall plantation in Barbados, Worthy Park in Jamaica).*
4. *The role of religious denominations in education (for example, Catholics, Anglicans, Methodists, Baptists, Moravians).*
5. *The impact of Asian and European migrants on your territory.*
6. *A study of old capital cities in your territory.*

Gathering the evidence

The most frequently used ways of gathering the evidence to answer the question are:

Primary Sources – *first hand evidence, for example, diaries, letters, official records. These are obtainable in museums, archives and some libraries. A candidate presenting a paper on the first topic above, for example, for the last question in the sample, a candidate, using a camera, will find many examples of European and local architecture, street names and so on, to present useful evidence of the history of their capital cities.*

Secondary Sources – second hand evidence, for example, books, newspapers, and magazine articles. These sources are more widely used in History and are easily available in most libraries.

Planning

It is important to start planning for the project work early. Agreed deadlines should be established. Dates for the following activities should be set.

1. *submission of research title;*
2. *description of research project (two or more sentences);*
3. *completion of information collection;*
4. *submission of first draft; and,*
5. *research project completion.*

Length

The length of the project should be between 1000 and 1200 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. *Candidates should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the quality of achievement at every evaluative level.*
2. *It should be clearly emphasised to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.*
3. *The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive enquiry, suggesting sources of information, advising on content and clarity in the writing of the research project.*

Authenticity

Teachers should ensure that each research project is the work of the candidate. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following techniques:

1. *discussions with the candidate;*
2. *having candidates explain primary and secondary sources needed and summarise findings; and,*
3. *having students' complete aspects of the research project during class time.*

TEACHER'S CHECK LIST

CRITERIA	NATURE OF THE PROJECT/ASSIGNMENT	YES	NO
VALIDITY OF THE PROJECTS	1. <i>I had a brainstorming session with my class to share information on topics available from the Theme or Local History</i>		
	2. <i>I approved all my students' research proposals.</i>		
	3. <i>I monitored students' progress by giving them feedback as to the quality of their work and availability of resource materials.</i>		
	4. <i>I advised students of dates for completion of their papers.</i>		
	5. <i>I collected and marked the projects, took copies as records and submitted samples in keeping with CXC guidelines.</i>		
TEACHING STRATEGY	6. <i>I collaborated with students on the objectives of the investigation, the content required, the primary and secondary sources available, and the type of evidence required for answering the question.</i>		
	7. <i>I motivated students by triggering relevant prior knowledge about the topic they were investigating.</i>		
	8. <i>I guided them as needed and gave feedback before assessing performance.</i>		
PRESENTATION	9. <i>Candidates have a bibliography which represents an alphabetical list of the sources consulted for the research project.</i>		

◆ MARK SCHEME FOR RESEARCH PROJECTS

The project, which is expected to cover one term's work, should be marked out of 36.

CRITERIA		P2 (UK + EC)
1.	<u>Identify an Area of Research (2 marks)</u> - Area of research clearly identified, <i>feasible, researchable and time and context bound.</i> - Area of research identified <i>but with limited reference to feasibility, time and context.</i>	2 marks 1 mark
2.	<u>Develop a Purpose for the Research (4marks)</u> - Excellent reasons for selecting the area of research are provided, demonstrating a clear and thoughtful rationale. Three or more well-formulated research questions are identified that are directly relevant to the topic, focused, and answerable through research. - Satisfactory reasons for selecting the area of research are provided. Two research questions are identified that are relevant to the topic and guide the investigation. - Limited reasons for selecting the area of research are presented. One research question is identified. - Minimal or no reasons for selecting the area of research are presented. Research questions are either absent, poorly formulated, or not relevant to the topic.	4 marks 3 marks 2 marks 1 mark
3.	<u>Collection of Data (8 marks)</u> - Excellent use of <i>both primary and secondary sources (at least two each) with evidence of field work/archival investigation.</i> - Good use of <i>both primary and secondary sources with evidence of field work/archival investigation.</i> - Satisfactory use of <i>both primary and secondary sources with evidence of field work/archival investigation.</i> - Weak use of <i>both primary and secondary sources with evidence of field work/archival investigation.</i>	7-8 marks 5-6 marks 3-4 marks 1-2 marks
4.	<u>Analysis and Interpretation (6 + 4 = 10 marks)</u> (a) - Excellent <i>use of sources to extract and interpret information including citation.</i> - Satisfactory <i>use of sources to extract and interpret information including citation.</i> - Minimal <i>use of sources to extract and interpret information including citation.</i> (b) - Conclusions are fully supported by the <i>evidence drawn from the sources.</i> - Conclusions are partially supported by the <i>evidence drawn from the sources.</i> - Conclusions are minimally supported by the <i>evidence drawn from the sources.</i>	5-6 marks 3-4 marks 1-2 marks 4 marks 2-3 marks 1 mark

CRITERIA		P2 (UK + EC)
5.	Presentation and Documentation (6+ 6 = 12 marks)	
(a)	- Excellent <i>synthesis: use of key historical concepts and skills (time, chronology, use of concepts, cause and effect, change and contestation).</i> - Satisfactory <i>synthesis: use of key historical concepts and skills (time, chronology, use of concepts, cause and effect, change and contestation).</i> - Minimal <i>synthesis: use of key historical concepts and skills (time, chronology, use of concepts, cause and effect, change and contestation).</i>	5-6 marks 3-4 marks 1-2 marks
(b)	- Excellent use of the conventions <i>and mechanics of writing a research paper: bibliography and in text citation, table of contents, pagination, grammar (spelling, punctuation and paragraphing).</i> - Satisfactory use of the conventions <i>and mechanics of writing a research paper: bibliography and in text citation, table of contents, pagination, grammar (spelling, punctuation and paragraphing).</i> - Weak use of the conventions <i>and mechanics of writing a research paper: bibliography and in text citation, table of contents, pagination, grammar (spelling, punctuation and paragraphing).</i>	5-6 marks 3-4 marks 1-2 marks
TOTAL		36 marks

◆ RESOURCES

GENERAL BACKGROUND READING

Adrian, F., Dennie, G. & Scott, C.	<i>St Vincent and the Grenadines: A General History to the Year 2025 vol 1: Native Peoples, Genocide, and African Enslavement in St Vincent and the Grenadines, Circa BP 5000 to 1838.</i> Kingston: Ian Randle, 2026.
Albert, B. and Graves, A. (eds)	<i>Crisis and Change in the International Sugar Economy 1860-1914.</i> Norwich: ISC Press, 1984.
Ashdown, P.	<i>Caribbean History in Maps.</i> Port-of-Spain: Longman Caribbean, 84p., 1979.
Beckles, H. McD. Shepherd, V. A.	<i>Liberties Lost: Caribbean Indigenous Societies and Slave Systems.</i> London: Cambridge University Press, 240p., 2004.
Beckles, H. McD. Shepherd, V. A.	<i>Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood.</i> London: Cambridge University Press, 301p., 2006.
Beckles, H McD	<i>How Europe Underdeveloped the Caribbean: A Reparation's Response to Europe's Legacy of Plunder and Poverty in the Caribbean.</i> Kingston: The University of the West Indies Press, 292p, 2021.

- Claypole, W. *Caribbean Story (New Edition)*. Harlow, England: Longman Caribbean, Robottom, John 2v., 1980-1981.
- Cripps, L. L. *The Spanish Caribbean, From Columbus to Castro*. Boston: G.K. Hall, 251p., 1979.
- Demas, W. G. *Essays on Caribbean Integration and Development*. Kingston: Institute of Social and Economic Research, University of the West Indies, 1976.
- Gordon, S. *Caribbean Generations: A CXC History Source Book*. Port-of-Spain: Longman Caribbean, Kingston, 338p., 1983.
- Greenwood, R. *A Sketch Map History of the Caribbean*. London: Macmillan Caribbean, 234p., 1991.
- Hall, D. *The Caribbean Experience: An Historical Survey*. London: Heinemann Educational Books, 146p., 1982.
- Higman, B. (ed) *Trade, Government and Society in Caribbean History, 1700-1920: Essays Presented to Douglas Hall*. Kingston: Heinemann Educational Books, 172p., 1983.
- Knight, F. W. *The Modern Caribbean*. Chapel Hill: University of North Carolina Press, Palmer, Colin A (eds), 382p., 1989.
- Lewis, G. K. *Main Currents in Caribbean Thought*. Kingston: Heinemann Educational, 375p., 1983.
- Lewis, G. K. *The Contemporary Caribbean: A General Overview*. Washington D.C.: International Centre for Scholars, 32p., 1985.
- Reid, B. A. *Myths and Realities of Caribbean History*. Alabama: University of Alabama Press, April 2009.
- Rogozinski, J. A. *Brief History of the Caribbean: From the Arawak and the Carib to the Present*, Facts on Files. New York: 324p., 1992.
- Shepherd, V. A. *Women in Caribbean History – The British Colonized Territories*. Kingston: Ian Randle, 1999.
- Watts, D. *The West Indies: Patterns of Development, Culture and Environmental Change Since 1492*. New York: Cambridge University Press, 609p. 1987.

THEME 1: INDIGENOUS AND AFRICAN ENSLAVEMENT AND PLANTATION SYSTEMS

- Anthony, M. *The Golden Quest: The Four Voyages of Christopher Columbus*. London: Macmillan and Basingstoke, 205p., 1992.
- Curtin, P. D. *The Atlantic Slave Trade- A Census*. Madison: University of Wisconsin Press, 1965.
- Dunn, R. S. *Sugar and Slaves: The Rise of the Planter Class in the English West Indies 1624-1713*. Norton: New York and North Carolina Press, 359p., 1972.
- Goveia, E. *Slave Society in the British Leeward Islands at the End of the Eighteenth century*. New Haven: Yale University, 1965.
- Goveia, E. *The West Indian Slaves Laws of the Eighteenth Century*. London: Caribbean University Press, 1970.
- Hamilton-Willie, D. *The Caribbean Economy and Slavery*. Kingston, Jamaica: Jamaica Publishing House Limited, 57p., 2001.
- Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492-1797*. Routledge, 1986. Methuen, New York. 348p.
- Morrissey, M. *Slave Women in the New World: Gender Stratification in the Caribbean*. Lawrence: University Press of Kansas, 202p., 1989.
- Parry, J. *The Age of Renaissance: Discovery, Exploration and Settlement*. Berkeley: University of California Press, 1981.
- Patterson. O. *The Sociology of Slavery; An Analysis of the Origin, Development and Structure of Negro Slave Society in Jamaica*. London: Macgibbon and Kee, 1967.
- Rouse, I. *The Tainos*. New Haven: Yale University Press, 1992.
- Sheridan, R. B. *Sugar and Slavery*. Kingston, Jamaica: Canoe Press, 1994.
- Wilson, S. M. (ed.) *The Indigenous People of the Caribbean*. Gainesville: University Press of Florida, 1997.

THEME 2: INDIGENOUS AND AFRICAN RESISTANCE, RESILIENCE AND FREEDOM MOVEMENTS 1950s -

- Bryan, P. *The Haitian Revolution and its Effects*. Kingston: Heinemann, 56p., 1984.
- Craton, M. *Testing the Chains: Resistance to Slavery in the British West Indies*. Ithaca: Cornell University Press, 389p., 1982.
- Fick, C. E. *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 355p., 1990.
- Francis-Seman, Helen *An Unconquerable Spirit: Indigenous Resistance to Colonisation in the Caribbean Windward Islands*. Kingston: Ian Randle, 2025.

- Hamilton-Willie, D. *Resistance and Revolt*. Kingston: Jamaica Publishing House Ltd. 84p., 2003.
- Mathurin, L. *The Rebel Woman in the British West Indies During Slavery*. Kingston: African-Caribbean Publications, 41p., 1975.
- Mckenzie, C., Vacianna, J. and Campbell, C. *The Jamaican Historical Review Vol XXIII 2007, Special Issue on Haiti in the Early Nineteenth century*, Jamaican Historical Society.
- Thompson, A. *Flight to Freedom: African Runaways and Maroons in the Americas*. Kingston: University of the West Indies Press, 2006.

THEME 3: EMANCIPATION AND APPRENTICESHIP IN THE BRITISH AND FRENCH CARIBBEAN 1787-1848

- Blackburn, R. *The Overthrow of Colonial Slavery 1776-1848*. Verso, London: 1988. 560p.
- Green, W.A. *British Slave Emancipation: The Sugar Colonies and the Great Experiment 1830-1865*. Clarendon Press, London, 1991. 449p.
- Hamilton-Willie, D. *Movements Towards Emancipation*. Kingston, Jamaica: Jamaica Publishing House Ltd, 45p., 2004.
- Hayward, J. (ed.) *Out of Slavery: Abolition and After*. London: Frank Cass, 200p., 1985.
- Rose, J. (ed.) *"The Anti Slavery Movement"*, Guyana Review 7, August 1993,
- Scott, R. *Slave Emancipation in Cuba: The Transition of Free Labor, 1860-1899*. New Jersey: Princeton University Press, 319p., 1985.
- Williams, E. *Capitalism and Slavery*. Deutsch, London: 285p., 1972.

THEME 4: ECONOMIC AND SOCIAL CONDITIONS IN THE CARIBBEAN COLONIES IN THE 19TH AND 20TH CENTURIES (1850s – 1960s)

- Albert, B. G., Graces, A. (eds.) *Crisis and Change in the International Sugar Economy 1860-1914*, Norwich: ISC Press, 381p., 1984.
- Ayub, M. A. *Made in Jamaica: The Development of the Manufacturing Sector*. Baltimore: John Hopkins University Press, 128p., 1981.
- Baptiste, F. A. *The Exploitation of Caribbean Bauxite and Petroleum 1914-1945*. Kingston: Department of History, University of the West Indies, 29p. 1986.
- Boland, O.N. *The Politics of Labour in the British Caribbean*. Kingston: IRP., 696p., 2001.
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- Joseph, G. M. "The Logwood Trade and its Settlements". Belizean Studies 5: 2 (1977): 1-15; 5: 3 1-15, 1977.
- Lawrence, K.O. *The Evolution of Long-term Contracts (in Labour Contracts in) Trinidad and British Guiana, 1834-1863*, [59-67], Jamaica Historical Review, 5, 1965.
- Lewis, R. B., Patrick (eds.) *Garvey: His Work and Impact*, Institute of Social and Economic Research. Kingston: Development of Extra-Mural Studies, UWI, 334p., 1988.
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- Roopnarine, L. *Indo-Caribbean Indenture: Resistance and Accommodation, 1838-1920*, Kingston: University of the West Indies Press, 176p.1-14, 2007.
- Satchel, V. *The Jamaican Peasantry 1866-1900: Relationship between Economic Growth of the Peasant Sector and Governmental Policies*, Kingston: Department of History, University of the West Indies, 43p., 1983.
- Senior, O. Working Miracles: Women's Lives in the English Speaking Caribbean. Kingston: Ian Randle Publishers, 1991.
- Thomas, M. E. *Jamaica and Voluntary Labor from Africa, 1840-1865*. Gainesville: University Presses of Florida, 211p., 1974.
- Ward, J. R. *Poverty and Progress in the Caribbean, 1800-1960*. London: MacMillan, 1985.

THEME 5: THE UNITED STATES INFLUENCE IN THE CARIBBEAN, 1776-1985

- Atkins, G. P. *The United States and the Trujillo Regime*. New Jersey: Rutgers University Press, 245p., 1972.
- Benjamin, J. R. *The United States and Cuba: Hegemony and Dependent Development, 1880-1934*. Pittsburgh: University of Pittsburgh Press, 266p., 1977.
- Calder, B. *The Impact of Intervention: The Dominican Republic During the U.S. Occupation of 1915-1924*. Austin: University of Texas Press, 334p., 1984.
- Carr, R. *Puerto Rico: A Colonial Experiment*. New York: Vintage Books, 477p., 1984.
- Dookhan, I. *The US in the Caribbean*. London: Collins Caribbean, 108p., 1985.
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- Knight, F. W. *United States Cultural Influences on the English-speaking Caribbean During the Twentieth century*. Centro de Investigaciones del Caribe y America Latina, San German, PR: Centro de: Universidad Interamericana de Puerto Rico, 23p., 1983.
- Maingot, A. P. *The United States and the Caribbean*. London: Macmillan Press, 260p., 1994.

THEME 6: CARIBBEAN POLITICAL DEVELOPMENT (1930 – 1983)

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◆ GLOSSARY

TERMS	MEANING	COGNITIVE LEVEL
Describe	Illustrate something in words or provide factual information about it (that is, what it looks like, what are its component parts).	1 - Knowledge/ 2 - Comprehension
Identify	Name or point out specific components or features.	1 - Knowledge
Outline	Give the main features, main points or general idea.	1 - Knowledge
Account for	Explain by relating circumstances; give reasons for.	3 - Application/ 4 - Analysis
Explain	Make plain or understandable; give reasons for/or causes of; show the logical development of a relationship.	3 - Application/ 4 - Analysis
Examine	Identify key elements in a text, or the key points in an argument and closely evaluate them.	3 - Application/ 4 - Analysis
Analyse	Break down information into its component parts, examining and trying to understand the organisational structure of such information.	4 - Analysis
Discuss	Present a reasoned argument; consider points both for and against; explain the relative merits of a case.	5 - Synthesis/ 6 - Evaluation
Compare	Present similarities as well as differences.	6 - Evaluation
Assess	Identify shortcomings, weaknesses, disadvantages as well as strengths, advantages, benefits.	6 - Evaluation

Western Zone Office
26 August 2026

CARIBBEAN EXAMINATIONS COUNCIL®

**Caribbean Secondary Education Certificate®
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CARIBBEAN HISTORY

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Keys:

Paper 01
Paper 02
Paper 032



CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01210010**

SPECIMEN 2026

CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

CARIBBEAN HISTORY

Paper 01 – General Proficiency

1 hour 15 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. 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.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen.

Sample Item

Which of the following devices was used by early navigators to determine the position of the ship in relation to the stars?

- (A) A map
- (B) A compass
- (C) A lodestone
- (D) An astrolabe

Sample Answer



The best answer to this item is “An astrolabe”, so (D) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

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

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1. Which factor BEST explains the decline in tobacco prices in the mid-1600s?
 - (A) European consumers desired to smoke tobacco.
 - (B) The increase in demand for an alternative sweetener.
 - (C) The Caribbean lost the exclusive right to grow tobacco.
 - (D) Glut on the market due to competition from Virginia.
2. The Sugar Revolution in the mid-17th century can be BEST described as the social, economic and political changes
 - (A) in control of the British West Indies
 - (B) in the structure of the society
 - (C) brought about by the decline in tobacco
 - (D) brought about by large-scale sugar planting
3. Which of the following statements BEST explains why Europeans chose Africans to replace indigenous labour on plantations?
 - (A) White Indentured Servants refused to work for the low wages offered.
 - (B) Africans were believed to be more submissive than the indigenous peoples.
 - (C) Africans were thought to be cheap, strong and able to endure hard plantation labour.
 - (D) Africans had knowledge and experience in farming similar tropical crops in Africa.
4. Which person on a plantation was responsible for overall supervision when the plantation owner was absent?
 - (A) Hired attorney
 - (B) Enslaved driver
 - (C) Skilled carpenter
 - (D) Plantation bookkeeper
5. Which of the following methods was used to control enslaved Africans culturally?
 - (A) Flogging of enslaved Africans
 - (B) Destruction of African belief systems
 - (C) Banning African languages and rituals
 - (D) Passing of laws and regulations to restrict freedom
6. Which of the following statements correctly explain the differences between chattel slavery in the Caribbean and domestic slavery in West Africa?
 - I. Chattel slavery treated enslaved people as property, while domestic slavery involved labour without loss of all personal rights.
 - II. Chattel slavery allowed enslaved people to own land and participate in local politics, while domestic slavery did not.
 - III. Enslaved domestics in West Africa were usually integrated into the family, while chattel enslaved persons were likely to be separated from their families
 - (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

7. Which of the following indigenous groups who lived in the Greater Antilles suffered genocide?
- I. Tainos
 - II. Ciboneys
 - III. Kalinagos
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
8. Which animals were introduced to the Caribbean from Europe during the Columbian Exchange?
- (A) Bears, pigs and birds
 - (B) Cattle, pigs and horses
 - (C) Dogs, agouti and maize
 - (D) Iguanas, goats and horses
9. In which of the following ways did the legacy of enslavement impact Caribbean society economically after emancipation?
- (A) Immediate wealth and property achieved
 - (B) Easier access to other forms of employment
 - (C) Challenges in acquiring land suitable for cultivation
 - (D) Full economic independence from European control
10. Which of the following is an example of African cultural retention in the Caribbean?
- (A) Kumina
 - (B) Barbecue
 - (C) Hammock
 - (D) Anglicanism
11. Which system granted a Spanish settler the right to use indigenous labour in exchange for protection and religious instruction?
- (A) Encomienda
 - (B) Indentureship
 - (C) Repartimiento
 - (D) Chattel slavery
12. The alliance between English settlers and the Kalinago in St. Kitts during the 1620s allowed the
- (A) Kalinago to gain weapons and supplies from the English
 - (B) English to completely control Kalinago territories without resistance
 - (C) English to gain knowledge of the island's resources from the Kalinago
 - (D) French to receive military support from the Kalinago during conflicts with the English
13. Syncretism became a form of cultural resistance among African peoples in the Caribbean because they
- (A) adopted European languages while preserving African dialects in everyday communication
 - (B) blended African religion and Christianity, creating new beliefs like Voodoo and Santeria
 - (C) maintained traditional music forms alongside European musical influences in cultural festivals
 - (D) integrated European agricultural methods with traditional farming methods to improve crop yields

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14. African and indigenous peoples resisted enslavement by
- I. Refusing to work
 - II. Forming Maroon Communities
 - III. Inducing abortions and infanticide
- (A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III
15. Which of the following was a form of resistance commonly used by enslaved females in the Caribbean?
- (A) Selective reproduction with white planters
(B) Poisoning overseers or masters
(C) Leading armed rebellions
(D) Negotiating treaties
16. Forms of resistance other than insurrection **mainly** affected the day-to-day operations of the plantation because they
- (A) resulted in the immediate abolition of slavery across the Caribbean.
(B) created personal grievances between enslaved people and planters.
(C) had no significant impact on the operations of the plantation complex.
(D) caused minor disruptions in productivity through work slowdowns and sabotage.
17. Which of the following statements about the outcomes of the First and Second Maroon Wars is correct?
- I. The Maroons were captured and sent to Nova Scotia and Sierra Leone.
 - II. The British found it difficult to defeat the Maroons by military force.
 - III. The Maroons negotiated treaties that allowed them some autonomy.
- (A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III
18. Which of the following statements BEST describes the group known as “Gens de Couleur” in St. Domingue in 1791?
- (A) Enslaved Africans who worked on sugar plantations and had no legal rights.
(B) Free people of mixed African and European descent, often with legal rights.
(C) Wealthy French plantation owners who held significant economic and political power.
(D) French revolutionary supporters who advocated for equality and the abolition of slavery.

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19. Which of the following were significant factors that contributed to the Haitian Revolution?
- I The white planters wanted greater autonomy over local affairs.
 - II The harsh conditions and exploitation of enslaved Africans on the plantations.
 - III. The spread of Enlightenment ideas and the impact of the French Revolution.
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II, and III
20. Which of the following statements BEST explains the effects of the Haitian Revolution?
- I. It inspired enslaved people in the Americas to resist slavery, alarming European colonists.
 - II. It led to an increase in production of sugar and coffee in Cuba and Jamaica and expansion in the markets for these products.
 - III. It reinforced European belief in African enslavement in non-French territories in the Caribbean.
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II, and III
21. Which of the following British amelioration proposals did planters MOST often reject?
- (A) Marriage of slaves
 - (B) Abolition of Sunday market
 - (C) Abolition of flogging for males
 - (D) Slaves giving evidence in court
22. What is the correct chronological order of the following events?
- (A) Amelioration, abolition of slave trade, Mansfield judgement, apprenticeship
 - (B) Mansfield judgement, abolition of slave trade, amelioration, apprenticeship
 - (C) Apprenticeship, Mansfield judgement, amelioration, abolition of slave trade
 - (D) Abolition of slave trade, apprenticeship, amelioration, Mansfield judgement
23. Who led the campaign for the abolition of the slave trade in the British Parliament in the 1830s?
- (A) Granville Sharpe
 - (B) Thomas Buxton
 - (C) Thomas Clarkson
 - (D) William Wilberforce
24. The slave rebellion which forced the British government to seriously consider an emancipation proposal was the
- (A) Bussa Rebellion
 - (B) Berbice Rebellion
 - (C) Haitian Revolution
 - (D) Christmas Rebellion
25. Which reason BEST explains why compensation was paid to the planters in 1833?
- (A) Planters were bankrupt.
 - (B) Government owed the planters.
 - (C) Property was being taken away.
 - (D) Planters needed money to pay debts.

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26. Which of the following was a reason why English-speaking Caribbean planters sought alternative forms of labour after 1838?
- (A) Freed people were lazy.
 - (B) Freed people were fully employed on their own lands.
 - (C) Planters were unable to pay the high wages demanded.
 - (D) There was a large scale exodus from the estates.
27. Which Caribbean country was the greatest recipient of East Indian migrants between 1838 and 1917?
- (A) Guyana
 - (B) Jamaica
 - (C) Grenada
 - (D) Trinidad
28. The Chinese immigration scheme failed because
- I. Chinese immigrants were too few in number to be significant
 - II. Chinese immigration negatively affected Chinese family structure
 - III. the British government had no control over Chinese immigration
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
29. Which of the following reasons BEST explains why Jamaican planters imported Germans for their sugar plantations after 1835?
- (A) Many blacks had already left the plantations.
 - (B) Planters wanted Germans to be policemen.
 - (C) Jamaica had a severe labour shortage.
 - (D) Planters wanted Germans to occupy the highlands.
30. The BEST reason for explaining why Indian immigration was described as a 'new system of slavery' was the
- (A) conditions aboard ship in the Atlantic
 - (B) way in which Indians were recruited
 - (C) long journey from India to the Caribbean
 - (D) working and living conditions on the plantations
31. Which development of the Industrial Revolution caused the major influence on the emancipation movement?
- (A) Growth of subsistence farming in Britain
 - (B) The strengthening of the Navigation Acts
 - (C) Factory production reduced reliance on plantation goods.
 - (D) Britain increased their dependence on colonial raw sugar

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32. The 1832 Reform Act contributed to emancipation primarily because it
- (A) returned political power to the plantation elite
 - (B) amended slave laws in the British colonies
 - (C) ended Britain's involvement in colonial trade
 - (D) increased the political influence of industrialists
33. Which revolt was led by enslaved people in Barbados and is regarded as one of the earliest large-scale challenges to the British slave system.?
- (A) Bussa Revolt
 - (B) Berbice Revolt
 - (C) Christmas Revolt
 - (D) Demerara Revolt
34. Which of the following statements were features of 'The Emancipation Act of 1833'?
- I. A system of apprenticeship
 - II. Legal freedom for enslaved people
 - III. Financial compensation to enslaved persons
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
35. Which official had the specific role of mediating disputes and enforcing regulations during Apprenticeship?
- (A) Governor-in-council
 - (B) Plantation manager
 - (C) Stipendiary magistrate
 - (D) Colonial secretary
36. The transition from mercantilism to free trade strengthen abolitionist arguments by
- (A) increasing the profitability of sugar plantations
 - (B) encouraging tighter colonial control
 - (C) expanding monopoly trading systems
 - (D) Suggesting that slavery was economically inefficient
37. The Demerara Revolt, which occurred in 1823, impacted the emancipation movement in Britain by
- (A) reducing sympathy for enslaved Africans
 - (B) strengthening planter dominance in parliament
 - (C) exposing the brutality of slavery through missionary reports
 - (D) confirming that enslaved Africans were satisfied with plantation life
38. Continued brutality by planters up to the early 19th century caused British reformers to
- (A) Lose interest in colonial affairs
 - (B) Support the expansion of slavery
 - (C) Encourage longer apprenticeship periods
 - (D) Demand immediate legislative intervention

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39. Which of the following factors MOST weakened the influence of the West India Interest in Parliament and helped lead to the passing of the British Emancipation Act in 1833?

- (A) The West India Interest lost support after the public learned of planter brutality during major slave revolts
- (B) The group shifted its focus from defending slavery to promoting missionary work among the enslaved.
- (C) Parliamentary reform increased the number of MPs who were plantation owners.
- (D) The persecution of missionaries strengthened the political power of West Indian planters.

40. Why did the Apprenticeship system ultimately fail as a transitional stage to freedom?

- (A) Slave laws were never repealed.
- (B) Apprentices refused to work at all.
- (C) Planters manipulated the system to prolong control.
- (D) The Stipendiary Magistrates increased working hours.

Items 41 and 42 refer to the following extract.

"The social situation in the British Caribbean in the 1930s was likened to a pot left on the stove simmering. At times the heat was raised, at times even lowered, but the pot was never removed from the stove. It was bound to boil over."

CXC - History for the Caribbean in the Atlantic World. p.126

41. Which statement BEST explains the underlying cause of the 1930s riots in the British Caribbean?

- (A) The riots were a sudden, unpredictable reaction to a single harsh government policy implemented in 1930.
- (B) The unrest was the inevitable result of long-standing, unaddressed grievances that had been building up pressure over time.
- (C) The disturbances were primarily caused by external agitators who artificially "raised the heat" on a mostly content population.
- (D) The conflict was a temporary misunderstanding that could have been easily resolved by minor adjustments to social programmes.

42. Which of the following may be considered the MAIN factor which caused the social situation in the Caribbean to "boil over"?

- (A) The arrest of prominent working-class leaders
- (B) The lack of educational opportunities for all classes
- (C) The steady rise in the mortality rate among the working class
- (D) The return of immigrant labourers and the increase in unemployment

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43. During the post-1938 period, trade unions in the British Caribbean sought MAINLY to
- (A) Extend the vote for all working people
 - (B) Organize strikes on estates and at the docks
 - (C) Create equality among all men in the society
 - (D) Improve wages and living conditions for workers
44. In many British Caribbean territories during the 1930s, there was a strong link between political parties and
- (A) Trade Unions
 - (B) Plantations Owners
 - (C) The Established Church
 - (D) Stipendiary Magistrates
45. Which of the following were the immediate responses of the British authorities to the 1930s protests:
- I. strengthen the police forces and send military reinforcements to restore order
 - II. impose censorship to the press to keep out seditious material
 - III. Encourage the development of the labour movement.
- (A) I and II only
 - (B) I and III only
 - (C) II, and III only
 - (D) I, II and III
46. Which of the following did the Moyne Commission of 1939 recommend?
- I. Land settlement for small holders
 - II. Revised curriculum in primary schools
 - III. Provide acceptable sanitary facilities
- (A) I and II only
 - (B) I and III only
 - (C) II, and III only
 - (D) I, II and III
47. Which Caribbean leader is widely known as the "Father of the West Indies Federation" due to his lifelong advocacy for regional political unity?
- (A) Uriah Buzz Butler (Trinidad)
 - (B) Arthur Cipriani (Trinidad)
 - (C) Hubert Crichton (British Guiana)
 - (D) T. Albert Marryshow (Grenada)
48. Which of the following persons played an important role in the establishment of the West Indies Federation?
- (A) Eric Williams
 - (B) Arthur Cipriani
 - (C) Lynden Pindling
 - (D) Alexander Bustamante

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49. The factors which contributed to the failure of the British West Indies Federation of 1958 to 1962 were the

- I. lack of funding for the Federation
- II. insularity of British Caribbean colonies
- III. withdrawal of Jamaica from the Federation

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

50. Which statement BEST explains the movement of the British Caribbean towards independence?

- (A) It came after years of gradual constitutional change.
- (B) All islands did not gain independence at the same time.
- (C) Political parties in the Caribbean demanded change.
- (D) The British government was not against change.

51. Which of the following BEST describes the Monroe Doctrine?

- (A) A statement warning European imperial powers to stay out of the Americas
- (B) A belief that the United States was destined to conquer the whole of the Americas
- (C) The belief that the United States had the right to act as a policing power in the Americas
- (D) The use of diplomacy and military force by the United States to control Caribbean and Latin American nations.

Item 52 refer to the following statement.

This policy dominated United States relations with its Caribbean and Latin American neighbours in the 1930's.

52. The policy referred to in the statement was known as the

- (A) Big Stick Policy
- (B) Good Neighbour Policy
- (C) Policy of Dollar Diplomacy
- (D) Policy of Alliance for progress

53. The MAIN purpose of the Roosevelt Corollary was to

- (A) allow the United States to intervene in any country where there was chronic wrongdoing
- (B) prohibit Caribbean territories from trading with Europe
- (C) prevent further colonization of the western hemisphere by European nations
- (D) give the United States permission to enter into financial arrangements with indebted Caribbean countries

54. The United States was interested in the Caribbean in the late 19th century MAINLY because it wanted to

- (A) acquire naval bases in Jamaica
- (B) establish trading links and markets for its goods
- (C) seek alliances in case of conflict with European nations
- (D) build a canal in Latin America

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55. Which of the following Caribbean territories was occupied by United States military forces in the early twentieth century?
- I. Jamaica
 - II. Cuba
 - III. Haiti
- (A) I and II only
 - (B) I and III only
 - (C) II, and III only
 - (D) I, II and III
56. The United States used the provisions of the Platt Amendment to enter Cuba MAINLY to
- (A) interfere in its political affairs
 - (B) improve social and economic conditions
 - (C) further dominate the Cuban sugar industry
 - (D) introduce freedom and democracy
57. Which of the following was agreed to in the Treaty of Paris between Spain and the United States in 1898?
- (A) Spain gave up all claims to Cuba
 - (B) The United States agreed to withdraw from Cuba
 - (C) Spain paid the United States \$20,000 in war damages
 - (D) Puerto Rico remained under Spanish control
58. President Theodore Roosevelt boasted, "I took Panama". This statement was an illustration of the United States foreign policy termed
- (A) Big Stick Policy
 - (B) Dollar Diplomacy
 - (C) The Monroe Doctrine
 - (D) Good Neighbour Policy
59. Which of the following was the MAIN aim of the Manifest Destiny?
- (A) To expand trade between the United States and the Caribbean
 - (B) To promote the economic development of Caribbean states
 - (C) To reduce the threat of intervention by the Europeans
 - (D) To justify the United States expansion in the Western Hemisphere
60. Which of the following describes the Bay of Pigs event?
- (A) The American involvement in Panama
 - (B) The invasion of Cuba by anti-Castro forces
 - (C) The uprising in the Dominican Republic
 - (D) The defeat of Batista by Fidel Castro

END OF TEST

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

CARIBBEAN HISTORY SPECIMEN PAPER 2026

Item	Key	Syllabus Reference	Item	Key	Syllabus Reference
1	B	1.1.1	31	A	2.3
2	D	1.1.1	32	D	2.3
3	C	1.1.2	33	A	2.3
4	A	1.1.2	34	A	2.3
5	C	1.1.3	35	D	2.3
6	B	1.1.3	36	D	2.3
7	A	1.1.4	37	B	2.3
8	B	1.1.4	38	D	2.3
9	C	1.1.5	39	A	2.3
10	A	1.1.5	40	C	2.3
11	C	1.2.1	41	B	3.6
12	A	1.2.1	42	D	3.6
13	B	1.2.2	43	D	3.6
14	D	1.2.2	44	A	3.6
15	B	1.2.3	45	A	3.6
16	D	1.2.3	46	B	3.6
17	C	1.2.3	47	D	3.6
18	B	1.2.4	48	A	3.6
19	C	1.2.4	49	D	3.6
20	A	1.2.4	50	A	3.6
21	D	2.1	51	A	3.5
22	B	2.1	52	B	3.5
23	B	2.1	53	A	3.5
24	D	2.2	54	D	3.5
25	C	2.2	55	C	3.5
26	B	2.2	56	A	3.5
27	A	2.2	57	A	3.5
28	C	2.2	58	B	3.5
29	A	2.2	59	D	3.5
30	C	2.2	60	B	3.5

SPECIMEN 2026



TEST CODE **01210020**

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of 6 questions in three sections.

Section A:	Questions 1 and 2
Section B:	Questions 3 and 4
Section C:	Questions 5 and 6
2. Answer THREE questions; choose ONE from EACH section.
3. Write your answer in the spaces provided in this booklet.
4. You are advised to take some time to read through the paper and plan your answers.
5. Do NOT write in the margins.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet.
Remember to draw a line through your original answer.

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

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01210020/CSEC/SPEC 2026

“*”Barcode Area”*”
Sequential Bar Code

SECTION A

Instructions: Answer ONE question only from this section. Where questions require an example, explanation or description, your answer MUST be well developed and supported by historical details.

Question 1

- (a) Identify FOUR African cultural practices that were brought to the Caribbean by enslaved Africans. (4 marks)
- (b) Examine TWO ways in which the planters attempted to suppress the African cultural retentions on the plantation in the West Indies. (8 marks)
- (c) Discuss THREE ways in which African cultural practices survived and developed during enslavement in the West Indies. (13 marks)

Total 25 marks

Question 2

Tacky (1760) and Cuffy (1763) have been called outstanding leaders of the major slave revolts in their respective territories.

- (a) (i) State the parish in Jamaica, where the Tacky revolt began. (1 mark)
- (ii) Give the time of year that the revolt broke out. (1 mark)
- (b) Explain THREE reasons why any ONE of the men mentioned above was regarded as the leader of the major slave revolt in his territory. (9 marks)
- (c) Examine FOUR reasons why EITHER Tacky or Cuffy was unsuccessful in defeating the whites. (8 marks)
- (d) Outline TWO consequences of EITHER of the revolts. (6 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

Question No.

01210020/CSEC/SPEC 2026

“*”Barcode Area”*”
Sequential Bar Code

DO NOT WRITE IN THIS AREA

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

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01210020/CSEC/SPEC 2026

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Question No.

01210020/CSEC/SPEC 2026

“*”Barcode Area”*”
Sequential Bar Code

Question No.

This image shows a full page of a worksheet designed for handwriting practice. It consists of approximately 20 horizontal dashed lines spaced evenly across the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

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	“*”Barcode Area”*
	Sequential Bar Code

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SECTION B

This section has two questions.

Answer ONE question from this section.

Question 3

Study the stimulus materials below, then answer the questions that follow.

Stimulus Material 1

The abolition of slavery came about partly for humanitarian reasons, partly for economic reasons and partly because of increasing awareness of the dangers of slave resistance. These three factors were not always of equal importance. The path to the British abolition of the slave trade may be said to have begun in 1772 with the case of James Somerset.

(Source: Douglas Hall, The Caribbean Experience: An Historical Survey 1450–1960, Heinemann Educational Books (Caribbean), 1982, p. 63.

Stimulus Material 2

The humanitarian agitation for the abolition of the slave system is associated particularly with the names of Clarkson, Wilberforce and Fowell Buxton in England, and of Victor Schoelcher in France. It was responsible for two aspects of the abolition struggle – the view that the slave trade was inhuman and its abolition a triumph of humanitarianism, and the policy that emancipation of the slaves must be gradual.

(Eric Williams, From Columbus to Castro: The History of the Caribbean, 1970/1984. Vintage Books, p.295).

GO ON TO THE NEXT PAGE

- (a) (i) Name the judge who presided over the event that was regarded as the beginning of the antislavery movement in England.

.....
(1 mark)

- (ii) Identify the antislavery society that began the movement to abolish the slave trade.

.....
(1 mark)

- (iii) Outline ONE reason for the view that “The abolition of slavery came about partly for economic reasons ...”.

.....
.....
(2 marks)

- (b) Explain ONE way in which EACH of the following individuals contributed to the abolition movement in England and France respectively.

- (i) Thomas Clarkson

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- (ii) Victor Shoelcher

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(6 marks)

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Question 4

Study the stimulus materials below, then answer the questions that follow.

Stimulus Material 1

“At the embarkation depots, emigrants were given several medical examinations, by the native doctor, to ensure that they were fit to undertake the journey to the Caribbean... Part of the preparations included administering the appropriate vaccinations and allowing the recruits to sign their indenture contracts. The emigrants were also issued with clothes for the journey... Once the emigrant was certified as fit for agricultural labour and embarkation, an emigration certificate was signed to that effect for each one by the surgeon-superintendent and the depot surgeon.”

Source: Verene A. Shepherd, Maharani's Misery: Narratives of a Passage from India to the Caribbean, The University of the West Indies Press. 2002.

Stimulus Material 2

“...long wooden buildings, eleven or twelve feet wide [about 3.5 metres], containing perhaps eight or ten small rooms divided from each other by wooden partitions not reaching the roof. The roof is of galvanised iron, without any ceiling, and the heat of the sun by day and the cold by night take full effect upon the occupants. By standing on a box the occupant of one room can look over the partition into the adjoining one and can easily climb over... comfort, privacy and decency are impossible under such circumstances.”

Eric Williams, History of the People of Trinidad and Tobago, Frederick A. Praeger, 1964, p. 105.

- (a) (i) Identify the West Indian planter who proposed the Indian Indentureship Scheme in the post-emancipation period

.....
(1 mark)

GO ON TO THE NEXT PAGE

- (ii) Name the Caribbean territory that received the largest number of East Indians.

.....
(1 mark)

- (iii) State TWO terms of the contracts that Indian immigrants signed prior to their arrival in the Caribbean.

.....
.....
(2 marks)

- (b) Outline TWO challenges faced by the East Indian immigrants during the journey from Indian to the Caribbean.

Challenge 1

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Challenge 2

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(6 marks)

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(15 marks)

Total 25 marks

SECTION C

This section has two questions.

Answer ONE question from this section.

All essays in this section must be well developed with a clear introduction and conclusion. Points must be logically sequenced and should be supported with relevant details and examples. Marks will be awarded for good organization and correct grammar, spelling and punctuation.

Question 5

Examine FIVE ways in which the United States demonstrated interest in the Caribbean before 1870.

Total 25 marks

Question 6

Discuss FIVE reasons why Caribbean territories continued to pursue regional integration up to 1983, following the failure of the West Indies Federation in 1962.

Total 25 marks

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Question No.

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You may continue your answer to the question you have chosen from Section C here. Remember to write the question number in the box below.

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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HEADQUARTERS

C O U N C I L

CARIBBEAN HISTORY

PAPER 02 - GENERAL PROFICIENCY

SPECIMEN

MARK SCHEME

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 1

- (a) Identify **FOUR** African cultural practices that were brought to the Caribbean by enslaved Africans.

Examples may include (any four):

- Religious practices (e.g. African spirituality, ancestor worship)
- Music and drumming
- Dance
- Language patterns/oral traditions
- Food/foodways
- Family and kinship systems and structures
- African religious practices (ancestor worship, spirit possession)
- Oral traditions (storytelling, proverbs)
- Dress (head ties, jewellery)
- Weaving, basketmaking

(4 marks)

- (b) Examine **TWO** ways the planters attempted to suppress the African Cultural retentions on the plantation in the West Indies.

Banning of the Drums/Music

- Drums were too noisy
- Planters feared that the drums were used as communication
- Drums could easily rouse solidarity amongst the enslaved

Preventing enslaved gatherings

- Planters argued that gatherings could encourage laziness
- Gatherings fostered kinship ties that could disrupt the function of the plantation
- Gatherings were activities that served as spaces for the planning of revolts
- Planters extended workdays causing the enslaved to be too tired to practice their culture fully.
- Some planters allowed gatherings only at Christmas and Easter

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 1 cont'd

Legislation against practices like obeah/myal/vodun

- Obeah/myal/vodun was considered barbaric, heathen and unchristian
- Planters resented the use of herbs for abortions as it prevented the natural increase of labour
- Obeah/myal/vodun practitioners tended to be leaders amongst the enslaved of rebellions.
- Punishment for these practices were severe, sometimes leading to death
- Planters insisted on only the Christian religion that taught enslaved to be obedient.

Banning the use of African languages

- Planters could not understand African languages and this unnerved them as it robbed them of control
- Songs/stories/ proverbs in African languages were unsettling as they tended to mock the whites.
- This was the most obvious way to send messages of resistance

Separation of families/persons from the same tribe

- Separation prevented the enslaved from bonding reducing the chances of revolt
- Separation was used as a form of punishment if the enslaved broke the rules
- African born slaves were prevented from passing on traditional practices

Imposition of European Culture

- Africans were forced to practise the Christian faith instead of African religious observances
- Observances such as Christmas and Easter were encouraged for all on the plantation
- European dress, dances parties and festivals were introduced
- The English/ French/ Spanish/Dutch languages
- Africans were given European names to disassociate them from their African roots.

(8 marks)

Caribbean History
Paper 02 - General Proficiency
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Mark Scheme

Question 1 cont'd

- (c) Discuss THREE ways in which African cultural practices survived and developed during enslavement in the West Indies.

Syncretism

- Africans merged aspects of African practices with European practices
- Religions such as Revival and Shango and Shouter Baptists worshipped in churches as denominations of Christianity.
- The incorporation of the 'spirit' as an important aspect of African worship

Creolisation

- Africans created new aspects of culture utilising what was available but recalling African traditions
- Head ties were added as part of the dress for women although they wore European style dresses
- New cuisines were created utilising some ingredients from Africa such as ackee.
- The creole languages of the Caribbean include words from Igbo, Akan and Hausa languages.

Gatherings in Secret

- Africans met late at night and in secret to practice ritual worship practices
- Obeah/myal men continued in secret and were met by Africans in secret

Utilisation of the Saturday Market/Jobbing Opportunities

- Enslaved Africans made use of gatherings in this fashion where they were under less supervision to socialise practise their African practices

Singing in the cane fields as they worked

- Africans maintained the African way of singing as they worked in the cane fields
- The songs were used to transfer information in secret as part of resistance

Caribbean History
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Specimen
Mark Scheme

Question 1 cont'd

Blessing their Children with African names in secret

- African born enslaved persons in particular gave their children tribal names to retain African traditions.
- Ritual ceremonies were done in secret to bless children

Utilisation of the Drum to pass messages in secret

- Africans on the plantation utilised the drum to send secret messages even while playing for entertainment.
- Planters feared the drums because of its frightening tone.
- The drum was used as an important instrument in the planning of rebellions and as a signal for running away.

Teaching their Children African traditions

- Anancy/river mumma stories were told to children as allegories for the triumph of the African over the slave master
- Children were told stories at night about African civilisations and way of life and proverbs were used to explain
- African practices were passed down from one generation to another eg, funeral rites, blessing ceremonies, marriage ceremonies.

(13 marks)

Caribbean History
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Question 2

For this question candidates should have knowledge of reasons for the outbreak of the revolts, reasons for the initial success as well as the outcomes of insurrectionary revolts in the Caribbean up to 1815. To demonstrate use of knowledge candidates should be able to explain the reasons why Tacky and Cuffy were regarded as leaders of major slave revolts in their territories and the factors that led to the failure of the revolts.

Answers

- (a) (i) St. Mary (1 mark)
- (ii) Easter (Monday) April (1 mark)
- (b) Leader: Tacky (Jamaica)

Factors

Origin: A Coromantee slave who had been a chief in Africa. Before being enslaved, Tacky was king of his village. He sold prisoners of war of his rivals which he defeated such as the Ashanti, Nzema and Ahanta, off into slavery as spoils of war to British slave traders.

Strategic Tactician: His plans were made with great care and in secrecy. He and a small party of trusted followers, mostly Coromantees mainly from the Frontier and Trinity plantations. They moved inland according to plan, overrunning the estates and killing the white settlers.

Support: small party of trusted followers mostly Coromantees; The liberation movement was a coordinated islandwide conspiracy, led by a secret network of enslaved Akan (Coromantee) people.

Leader: Cuffy (Berbice)

Factors

Origin: Akan: brought specific military discipline and strategy. Both slaves and whites regarded Cuffy as the mastermind behind the revolt.

Strategic Tactician: Cuffy used his position on the plantation as Cooper/House Slave: Gave him intelligence and access to resources. He seemed to have been the one who led the other slaves to seize plantations along the Canje River in February 1763.

Support: as political head Cuffy declared himself Governor and the other slaves seemed to have acknowledged his leadership and attempted diplomacy.

(9 marks)

Caribbean History
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Mark Scheme

Question 2 cont'd

(c) **Leader: Tacky**

Reasons Tacky's Revolt Was Unsuccessful

1. **Fragmented Rebel Forces:** Although hundreds of enslaved Africans joined, the rebellion lacked sustained coordination across Jamaica. Different groups fought separately, which weakened their collective strength. The uprising spread to multiple parishes, but without a unified command structure, the British could isolate and suppress each pocket of resistance.
2. **Maroons Alliance with the British:** The Jamaican Maroons, who had previously secured autonomy through treaties, sided with the British against the rebels. Their knowledge of guerrilla warfare and the terrain gave the colonial forces a decisive advantage in hunting down rebel leaders.
3. **Superior British Military Power:** The British quickly mobilized soldiers, planters, and militias, using firearms and organized tactics to overpower the rebels. Over 1,100 rebels were killed, and more than 500 were captured and sold back into slavery, demonstrating the overwhelming force used to crush the revolt. Use of martial law to help suppress the war.
4. **Death of Tacky (the Leader):** Tacky, a Fante royal and central figure of the rebellion, was killed just days after the revolt began. His death demoralized the rebels and removed a unifying leader, making it harder to sustain momentum against the British.

Caribbean History
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Question 2 cont'd

Leader: Cuffy Berbice 1763

Reasons Cuffy's Revolt Was Unsuccessful

1. **Internal Divisions and Leadership Conflicts:** Cuffy initially commanded thousands of enslaved Africans, but disagreements soon arose between him and his deputy Akara. Division between Atta and Cuffy led to disarray among the rebels. Rival factions weakened unity, leading to infighting that undermined the rebellion's strength.
2. **Defection and Betrayal of Leaders:** Some rebel leaders, including Akara, eventually defected to the Dutch side. This betrayal not only demoralized the rebels but also gave the Dutch valuable intelligence to crush the uprising.
3. **Dutch Military Reinforcements:** The Dutch Republic sent reinforcements from neighbouring colonies and Europe. These fresh troops, equipped with superior weapons and organization, gradually pushed back the rebels. The decision to negotiate by Cuffy allowed the Dutch governor to gather reinforcements to suppress the revolt. Support from British leadership who assisted in suppressing a movement which was aimed at the removal of the Dutch from the colony.
4. **Shortages of Food and Supplies:** The Dutch forces deliberately destroyed rebel food gardens and supply lines. Without steady provisions, the rebels struggled to sustain themselves over the yearlong conflict.

(8 marks)

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Mark Scheme

Question 2 cont'd

(d) Consequences of revolt

Leader: Tacky Revolt 1760

Consequences of Tacky's Revolt

- Within days of the revolt's outbreak, Tacky was tracked down and shot by a Maroon marksman. His severed head was displayed publicly to intimidate other rebels. His death caused the rebellion to lose momentum and eventually collapse under British suppression.
- The rebellion continued in scattered pockets across Jamaica until late 1761, but without Tacky's leadership, it lacked cohesion. More than 1,100 rebels were killed and 500 were captured and sold back into slavery.
- The revolt terrified the planter class and led to harsher laws against enslaved Africans, but it also became a symbol of resistance.
- Tacky revolt demonstrated both the potential and challenges of enslaved resistance in the Caribbean.
- Though unsuccessful, it inspired later uprisings and is often seen as a precursor to the Haitian Revolution.

Leader: Cuffy

Consequences of Cuffy's Revolt

- Cuffy was defeated militarily, facing betrayal, loss of authority, and the collapse of the rebellion, took his own life. His suicide marked the symbolic end of his leadership, though fighting continued under other rebel leaders until April 1764.
- Most of Cuffy's supporters were killed because Atta had the support of the majority since he had a policy of total war against all enslavers.
- Accra, Cuffy's deputy, was captured by Atta and forced to work for one of Atta's commanders.
- Atta and Accra eventually surrendered and agreed to capture rebels to Dutch authorities.
- The Dutch put the remaining rebel leaders to death. The revolution was defeated.
- Despite the revolt's failure and Cuffy did not live to see victory, for a year the Africans were effective rulers of their own country.
- Cuffy's revolt became a cornerstone of Guyana's national identity and anticolonial history.

(6 marks)

Caribbean History
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Mark Scheme

Question 3

- (a) (i) Lord Mansfield (William Murray, Earl of Mansfield) (1 mark)
- (ii) The Society for Effecting the Abolition of the Slave Trade (1 mark)
- (iii) Candidates should outline ONE of the following
- **The Industrial Revolution** made free wage labour more profitable than slave labour for British capitalists. Factory owners wanted workers with purchasing power to buy manufactured goods, and they saw the Caribbean plantation system as outdated.
 - **The rise of Free Trade ideology (Laissez-faire)** argued that mercantilism and colonial monopolies were inefficient. Abolishing the slave trade would open up new markets and allow British capital to be invested more profitably elsewhere.
 - **The high cost of maintaining the slave system** including expenses for defence, slave patrols, and preventing rebellions, made slavery less economically viable than free labour.
 - **The declining profitability of West Indian sugar** compared to other British investments (e.g., Indian trade) meant that planters lost political influence, making abolition easier for Parliament to pass (2 marks)
- (b) (i) Thomas Clarkson (England)
- Thomas Clarkson contributed to the abolition movement by collecting firsthand evidence of the brutality of the Middle Passage. He travelled to British ports like Bristol and Liverpool, interviewing sailors and collecting items such as shackles, branding irons, and ship surgeon's logs. He presented this evidence to the Abolition Society and to Parliament. His detailed documentation made it impossible for pro-slavery advocates to deny the inhumanity of the slave trade, which helped convince many MPs to support abolition. (3 marks)
- (ii) Victor Schoelcher (France)
- Victor Schoelcher contributed to the abolition movement in France by authoring the decree that finally abolished slavery in all French colonies in 1848. He had travelled extensively in the Caribbean and witnessed the cruelty of slavery firsthand. As a member of the French government after the Revolution of 1848, he chaired the commission on abolition and drafted the decree that immediately freed approximately 250,000 enslaved people in colonies such as Martinique, Guadeloupe, and French Guiana. (3 marks)

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 3 cont'd

- (c) Discuss TWO ways emancipation was a gradual process

Emancipation in the British and French colonies was not an immediate event but a gradual process spanning decades. In Britain, this was by design through the system of Apprenticeship, while in France, although the 1848 decree was immediate, the political and social preparation was lengthy. Two key ways this gradualism manifested were through the British Apprenticeship system and the prior abolition of the slave trade before emancipation itself.

The British Apprenticeship System (1834-1838)

The British Emancipation Act of 1833 did not free enslaved people immediately. Instead, it introduced a six-year Apprenticeship period (later reduced to four years). Under this system, enslaved people over the age of six were reclassified as "apprentices" and remained legally bound to their former masters. Praedial apprentices (field workers) had to work 40 hours per week without pay for their former owners, while non-praedial apprentices (skilled workers like masons or carpenters) served until 1838. Apprentices could be punished, flogged, and had their contracts extended for minor offences. Stipendiary magistrates were appointed to oversee the system, but they were too few and often biased toward planters. This system was designed to ease planters into a free labour economy, but it was widely abused, leading to protests and early termination in 1838. This demonstrates gradualism because full freedom was deliberately delayed to protect planter interests and transition the economy slowly.

The Prior Abolition of the Slave Trade (1807) Before Emancipation

Both Britain (1807) and France (1815, confirmed 1818) abolished the slave trade decades before they abolished slavery itself. The British Abolition of the Slave Trade Act made it illegal to transport enslaved Africans, but it did not free any existing enslaved people in the Caribbean. This created a "slave breeding" system where planters were forced to rely on natural reproduction rather than new imports. The French followed a similar path after the Napoleonic Wars. This two-stage approach—ending the trade first, then later ending the institution—was a deliberate gradualist strategy. Humanitarians argued it would "ameliorate" slavery by forcing planters to treat enslaved people better to encourage reproduction. In practice, conditions did not improve significantly, but the policy delayed full emancipation by nearly three decades in Britain and over 40 years in France (from 1807 to 1848). This gradualism reflected the political reality that Parliament was willing to end the trade but not ready to end slavery itself.

Caribbean History
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Specimen
Mark Scheme

Question 3 cont'd

In summary, emancipation was a gradual process demonstrated clearly by the British Apprenticeship system, which maintained forced labour for four years after the Emancipation Act, and by the prior abolition of the slave trade, which ended the import of enslaved people but kept the institution alive for decades. These gradual measures show that political and economic interests, not just humanitarianism, shaped the end of slavery in the Caribbean.

(15 marks)

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Specimen
Mark Scheme

Question 4

- (a) (i) John Gladstone (1 mark)
(ii) British Guiana (1 mark)
(iii) Terms of the Contracts would be

- Indian immigrants agreed to work for a specified period, usually five years, on the plantation to which they were assigned.
- They agreed to work for a fixed wage and obey the rules of the plantation employer in return for wages, housing, and medical care.
- They would receive free passage to the Caribbean.
- They were required to perform a set number of working days each week.
- They could receive a free or subsidized return passage to India after completing the required period of indenture (subject to the terms in force at the time).
- They would be provided with accommodation on the estate.
- They would receive medical attention during the period of indenture.

Any TWO responses

(2 mark)

(b) Features of the Journey

Harsh and inhumane conditions

- Each immigrant was given less than 1.5 square metres of deck space
- the journey lasted for as long as 100 days in inhumane conditions
- Changes to the conditions were legislated by the Indian government.
- Mortality rates were high on board the ships.
- Food and drinking water was inadequate in some cases leading to malnutrition of the Immigrants.

Exploitation of women and men

- women were subjected to unhygienic conditions onboard the ships
- Women were sometimes raped by the crew on board the ships
- single women were subjected to punishments and harsh treatment as they had no male protectors
- men were sometimes beaten or harshly punished if they came to the defense of the women

Lack of adequate medical care and supplies

- diseases such as typhoid and dysentery were rife on board the ships
- there was a disproportionate number of medical personnel to the number of immigrants on board the ships.
- Many immigrants died before they were able to reach the West Indies because of the harshness of the passage

(6 marks)

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 4 cont'd

(c) **Working Conditions**

Long Working Hours

- contracts stipulated a 8hour workday
- Planters caused immigrants to work as much as 12 hours
- additional compensation was given

Harsh restrictive Labour Laws

- laws were passed in British Guiana that restricted the movement of Indian immigrants
- The pass system ensured that they had to receive written permission to leave the plantation from their supervisor.
- Heavy fines were imposed or even corporal punishment if immigrants violated the rules.

Violation of Contracts

- Conditions for return passages were not honoured at the end of contracts
- Immigrants were subjected to living conditions that were not according to the contracts they signed.
- Immigrants were separated from families and placed on different estates
- Health care was inadequate and not according to the contracts signed

Absence of redress

- Immigrants had little access to the judicial system to air their grouses
- Laws were in favour of the planters
- The cost of legal counsel was expensive and the immigrants were unable to afford it

Low wages

- Minimum wages agreed to were sometimes not paid by the planters
- The standard of living was extremely low and Immigrants lived in inhumane conditions as they were unable to afford better housing.
- Immigrants were unable to save toward a return passage or to help their families as the planters found different ways to take monies from their wages.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 4 cont'd

Punishment of Immigrants on the Plantation

Fines

- harsh fines were imposed on the immigrants for simple violations such as leaving the plantation
- Immigrants found their wages to be short as the planters found many reasons to deduct monies for minor offences

Corporal Punishment

- Corporal punishment was inflicted for varying offences
- Many immigrants died within the first year of arrival from floggings coupled with the inhumane living conditions.
- Many offending employers escaped any investigation as investigations were hampered by language barriers and lack of personnel.

Imprisonment

- Immigrants were subjected to gaol/jail by planters
- They were unable to secure legal counsel for representation and often spent months in jail under extreme inhumane conditions.
- Many immigrants died in jail for minor offences.

(15 marks)

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 5

Reasons for US interest in the Caribbean

Expansion for economic reasons

- The need to secure natural resources and to ensure access to overseas markets. This led to interest in Cuba, Puerto Rico, Central and South America.
- Need to access new markets for the numerous mass-produced goods that the USA was producing. After the loss of British colonial markets in the Caribbean markets were sought in the independent former colonies of Spain.
- Investments were made in countries that had land and resources, such as Cuba. Many US companies became wealthy from investments in mining and railways, such as those in Cuba, Puerto Rico, Haiti, and the Dominican Republic.
- The USA also invested in agriculture, particularly sugar in Cuba. This opportunity came about as a result of the decline of the Haitian sugar industry.

US imperialism

- The US sought to establish American protectorates in the region and geographical spheres of influence.
- This occurred within the broad context of the 'new imperialism' in the 19th century where European countries were in competition to acquire new colonies. The United States expansion was a part of this new imperialism.
- The Mexican War (1846) and attempts to annex Cuba under the terms of the Ostend Manifesto (1854) were examples of expansionism.
- Southern interests within the US sought to acquire additional slave territory; slavery in Cuba made it a target for acquisition.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 5 cont'd

Sense of American superiority

- Part of the concept of Manifest Destiny was to bring civilization to "lesser races" in other parts of the Americas.
- White Man's Burden or mission to bring about economic growth and "civilization" aligned with American sense of moral authority as a Christian nation.
- The desire of Americans to assert their economic superiority through their own investments and entrepreneurial activities.

Weakness of Spain in the region

- Spain was weakened through European conflicts and the Latin American independence Revolutions. Colonies were left vulnerable to American invasion, since Spain did not have the military might to hold on to them.
- The Former Spanish colonies were open to trade after they became independent.
- American presidents made diplomatic overtures to Spain to annex Cuba and the Dominican Republic respectively, in the middle of the 19th century.

Rivalry with Britain

- There was rivalry between the US and Britain over trade. The British intercepted American ships in the region for supplying the French during the Napoleonic wars.
- War of 1812 between the US and Britain increased these tensions. The British tried to prevent American goods carried in American ships being sold to her Caribbean colonies.
- The Americans closed their ports to British ships sailing from Canada to the West Indies. The British then allowed American goods into the Caribbean islands, but they had to pay high duties. However, by 1830 they allowed each other's ships to trade freely.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 5 cont'd

Ideological – The Monroe Doctrine and Manifest Destiny

- The Monroe Doctrine was the philosophy underpinning America's Caribbean expansion, and it also reflected its fear of European reassertion of its colonial rights and powers in the region.
- The Monroe Doctrine was a pronouncement by US President James Monroe in December 1823 during his annual message to Congress.
- The pronouncement essentially stipulated that European powers would not be allowed to recolonize the American region or establish new colonies in the region, on pain of US reaction. In other words, the US would view any such European intervention in the region as an act of hostility toward them.
- This policy reinforced America's self-perception of unilateral control of the region.
- The Monroe Doctrine established the Western Hemisphere as America's responsibility.
- Manifest Destiny: The notion of Manifest Destiny was used to justify and explain American expansion across the region. John O'Sullivan's 1845 writings regarding America's providential right to expand.
- Manifest Destiny held that the USA had the right to expand into new regions and have control of those areas, in order to become a world power and spread democracy and its civilisation.

Knowledge – 10 marks

Use of knowledge – 10 marks

Enquiry and communications – 5 mark

Any five points, well developed, five marks each = 25 marks total.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 6

Introduction- 2 marks EC

Introduction - clear and provide the relevant background, and present the main idea to respond to the question.

- The collapse of the West Indies Federation in 1962 was a pivotal moment in Caribbean history.
- Despite its failure, the idea of regional integration was still pursued due to factors such as **political cooperation, the small size of the territories, the lack of resources, shared history and experiences, and the need for enhanced trade opportunities.**

1. Political Co-operation

- There was still a need for **political cooperation** after the collapse of the Federation.
- The Caribbean region, with its diverse political systems and histories of colonial rule, benefits from a unified approach to governance and policymaking.
- The British West Indian territories shared common political allegiance to the British Crown.
- With the collapse of the Federation, some islands remained interested in political unity.
- Jamaica and Trinidad moved on to Independence in 1962 following the collapse
- In May 1962, the eight remaining territories: Antigua, Barbados, Grenada, Montserrat, St. Kitts, Nevis- Anguilla, St. Lucia, and St. Vincent ('Little Eight') discussed the possibility of a Federation. This was short-lived when Barbados decided to seek independence in 1965.
- Regional integration provides a platform for dialogue and collaboration on political issues, helping to maintain peace and stability in the region.
- The Caribbean Community (CARICOM) was established in 1973 and has played a pivotal role in fostering political cooperation, resolving regional conflicts, and promoting democratic governance. The more developed territories in Caricom were more willing to give in to the interests of the less developed territories. By working together, Caribbean nations can ensure that political decisions reflect the collective interests of the region, fostering stability and development.
- The formation of OECS 1981, an intergovernmental organization, ensured good governance, gave the smaller territories a stronger voice, and an opportunity to pool resources

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 6 cont'd

2. The Small territories

- **The small size** of Caribbean territories made cooperation necessary.
- Most islands were limited in both land area and population.
- This made Caribbean territories economically vulnerable, as individual markets are too small to attract adequate foreign investments and compete internationally.
- The formation of the Caribbean Free Trade Association (CARIFTA) in 1965 exemplifies the region's response to this challenge. By creating a larger, unified market, CARIFTA aimed to improve economic stability, allowing member states to benefit from economies of scale.
- The later establishment of the Caribbean Community (CARICOM) in 1973 further solidified economic ties.
- The formation of OECS 1981, an intergovernmental organization, ensured good governance, gave the smaller territories a stronger voice, and an opportunity to pool resources: single currency, central bank, cooperation in the justice system.

3. The Lack of resources

- **Limited resources** also made collaboration essential.
- The small size of most of the territories means that there is less land space for large-scale agriculture in comparison to other countries in the wider region.
- Caribbean territories had scarce natural resources, which limited their economic potential.
- Some territories had resources that were in greater demand and more profitable than others.
- Individually, countries could not fund large development projects; however, regional integrations offered a solution to this challenge.
- The Caribbean Development Bank (CDB), established in 1969, provided funding and technical support for development projects such as infrastructure development and poverty reduction across multiple territories. Regional cooperation through institutions like the CDB allowed islands to undertake projects that would have been impossible for one territory alone.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 6 cont'd

4. Common history and experiences

- **Shared history and common experiences** encouraged continued unity.
- Caribbean territories had experienced European colonization, slavery, and indentureship, which created cultural and social ties.
- English-speaking territories shared similar legal and political systems, while festivals, music, and literature reflected a common Caribbean identity.
- Cooperation amongst territories that shared the English language was more feasible without the language barrier.
- These shared experiences motivated leaders and citizens to continue pursuing regional cooperation despite the political failure of the Federation.

5. Trade Opportunities

- **Trade** considerations provided another strong reason for integration.
- Individually, small territories had limited markets for their goods, but regional cooperation allowed them to trade freely within the Caribbean.
- CARIFTA (1965) promoted trade in sugar, bananas, and manufactured goods between member territories, providing economic benefits and reducing dependence on foreign markets.
- The establishment of CARICOM in 1973 also aimed to create a single market and economy, facilitating the free movement of goods, services, and people.
- This integration allowed Caribbean nations to negotiate as a bloc in international trade agreements, securing better terms and access to global markets such as Britain and the United States.

Caribbean History
Paper 02 - General Proficiency
Specimen
Mark Scheme

Question 6 cont'd

Conclusion- 3 marks EC

Conclusion-clearly stated and consistent with points argued, ideas well sequenced; vocabulary, sentence structure and paragraphing skills well used to convey meaning.

- Although the West Indies Federation failed, Caribbean territories continued to pursue regional integration for political reasons. Its small size, lack of resources, shared history, trade considerations.
- The desire for collective influence made cooperation necessary.
- The "Little Eight" attempt to Federation (1962), CARIFTA (1965), the CDB (1969), CARICOM (1973), and OECS (1981) show how integration helped territories overcome challenges, strengthen regional identity, and increase their international influence.
- Even after the Federation's collapse, regional unity remained a vital goal for Caribbean development.

Knowledge - 10 marks

Use of knowledge - 10 marks

Enquiry and communications - 5 mark

Any five points, well developed, five marks each = 25 marks total.

SPECIMEN 2026



TEST CODE **01210032**

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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
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C A R I B B E A N H I S T O R Y

Paper 032 – General Proficiency

SPECIMEN

2 hours

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FIVE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. You will be given credit for answers that are fully developed, well reasoned and expressed in clear, grammatically correct language.
4. You are advised to take some time to read through the paper and plan your answers.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**

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

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“*”Barcode Area”*”
Sequential Bar Code

Themes

Instructions From the following list of modules, identify the theme from which you selected a topic for research.

Module 1

Oppressive Labour Systems in the Caribbean

1. Indigenous and African Enslavement and Plantation Systems (1620s – 1848)
2. Indigenous and African Resistance, Resilience and Freedom Movements

Module 2

Social and Economic Conditions after Emancipation

3. Emancipation and Apprenticeship in the British and French Caribbean (1787- 1848)
4. Economic and Social Conditions in the Caribbean Colonies in the 19th and 20th centuries (1850s – 1960s)

Module 3

Caribbean Challenges and Political Development

5. The United States Influence in the Caribbean (1776-1985)
6. Caribbean Political Development

Theme _____

GO ON TO THE NEXT PAGE

Question 1

- (a) State the topic of your research.

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.....

(2 marks)

- (b) State TWO research questions guiding your study.

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.....

(2 marks)

- (c) Outline the reason(s) why this topic was chosen.

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(2 marks)

GO ON TO THE NEXT PAGE

Question 2

Discuss the historical background of the research topic.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

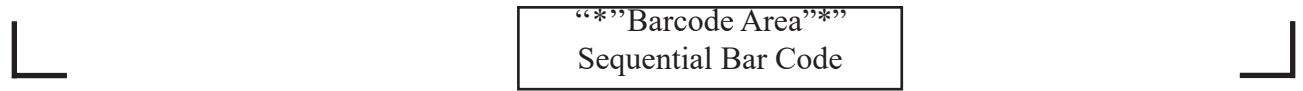
(5 marks)

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“*”Barcode Area”*”
Sequential Bar Code



Question 3

Identify ONE primary source, and TWO secondary sources used to investigate this topic.

Primary source

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Secondary source 1

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Secondary source 2

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(3 marks)

GO ON TO THE NEXT PAGE

Question 4

Explain ONE way in which EACH of the sources, helped you to understand the topic researched.

The Primary source

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The Secondary source

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(6 marks)

Question 5

- (a) Discuss THREE findings that emerged from the research conducted.

Finding 1

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Finding 2

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Finding 3

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(12 marks)

GO ON TO THE NEXT PAGE

- (b) State TWO conclusions you have drawn from the research conducted.

Conclusion 1

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Conclusion 2

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(4 marks)

END OF TEST

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

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C A R I B B E A N E X A M I N A T I O N S C O U N C I L

HEADQUARTERS

CARIBBEAN HISTORY

PAPER 03/2 - GENERAL PROFICIENCY

SPECIMEN

MARK SCHEME

2026

CARIBBEAN HISTORY
PAPER 03/2 – GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 1

(a) State the topic of your research.

Sample Response: The factors that contributed to the survival of Maroon communities in the Caribbean.

(b) State TWO research questions guiding your study.

- | | | |
|--|----------------|------------------|
| • Two appropriate research questions clearly stated | 2 marks | |
| • One appropriate research question clearly stated | 1 mark | (2 marks) |
| • No research questions stated or questions not relevant | 0 marks | |

Sample Response:

- What were the strategies used by Maroon communities to maintain their independence?
- What made the Maroons difficult to defeat in warfare?

(c) Outline the reason(s) why this topic was chosen.

- | | | |
|--|----------------|------------------|
| • Reasons clearly outlined showing personal/academic relevance | 2 marks | |
| • Reasons stated but lacking clarity or development | 1 mark | (2 marks) |
| • No reasons provided or reasons not relevant | 0 marks | |

Sample Response:

The Maroons originated with runaway slaves, therefore from the onset they existed in a world that was hostile to their freedom. Their survival was constantly under threat, since the colonizers were often determined to recapture maroons and annihilate their communities. The research was aimed at discovering how the Maroons were able to evade recapture and defeat, despite the threats confronting them, such as the military might and persistence of European forces coming against them.

CARIBBEAN HISTORY
PAPER 03/2 – GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 2

Discuss the historical background of the research topic.

- | | | |
|--|----------------|------------------|
| • Complete discussion with effective elaboration on accurate and relevant points | 5 marks | |
| • Complete discussion with minor gaps; effective elaboration on accurate points | 4 marks | |
| • Satisfactory discussion with elaboration attempted but minor areas needing improvement | 3 marks | (5 marks) |
| • Partial discussion with relevant points but limited elaboration and/or some inaccuracies | 2 marks | |
| • Limited discussion with at least one relevant/accurate point but no elaboration | 1 mark | |
| • No discussion or irrelevant discussion | 0 marks | |

Sample Response:

The Maroons were enslaved Africans who escaped from plantations to form independent attempts by colonial powers to recapture them. They were known for their ability to evade capture and wage warfare. Maroons communities existed in several territories of the Caribbean. They fought against European forces with varying degrees of success but generally presented a formidable force that was difficult to defeat. Their communities and strongholds were usually located in geographical regions that were inaccessible, and they employed strategies to facilitate their survival.

CARIBBEAN HISTORY
PAPER 03/2 – GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 3

Identify ONE primary source, and TWO secondary sources used to investigate this topic.

- One primary source and two secondary sources correctly identified with full bibliographic details **3 marks**
- Sources identified but missing full bibliographic details OR only two sources provided **2 marks** **(3 marks)**
- Only one source provided OR sources incorrectly identified **1 mark**
- No sources identified **0 marks**

Primary Source

Sample Response: Bourgoin, Francois Jules. The Maroons, in ambush on the Dromilly Estate in the Parish of Trelawny, Jamaica. 1801. National Library of Jamaica Digital Collection.

Secondary Sources

Sample Response: Greenwood, Robert, Shirley Hamber, and Brian Dyde. Emancipation to Emigration. Macmillan Caribbean, 1980.
Martin, Tony. Caribbean History: From Pre-colonial Origins to the Present. Pearson, 2012.

CARIBBEAN HISTORY
PAPER 03/2 – GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 4

Explain ONE way in which EACH of the following sources, helped you to understand the topic researched.

The primary source

- Full explanation with relevant supporting points showing understanding of source value **3 marks**
- Explanation provided but needing more development **2 marks**
- Limited explanation (stating only, no support, or inaccuracies) **1 mark**
- No explanation provided **0 marks**

Sample Response:

- "The Maroons, in ambush on the Dromilly Estate in the Parish of Trelawny, Jamaica" is a postcard depicting maroons fighters armed with weapons hiding in a forested hillside.
- It helped in understanding the topic because it shows the type of landscape in which the Maroons operated, and in how it depicts the maroons hiding and crouching among the trees and bushes, as they are about to ambush English soldiers who are walking in the valley below.

One secondary source

- Full explanation with relevant supporting points showing understanding of source value **3 marks**
- Explanation provided but needing more development **2 marks**
- Limited explanation (stating only, no support, or inaccuracies) **1 mark**
- No explanation provided **0 marks**

Total 6 marks

Sample Response:

- The textbook by Tony Martin provides a comprehensive background of maroons groups in the Spanish, French, Dutch and British Caribbean in the 17th and 18th century.
- It provides details of the various Maroon wars, especially in Jamaica and Suriname where the most significant Maroon settlements were located. The book also provides an examination of the factors that helped the Maroons communities to survive.
- It also contains quotes from primary sources that provide contemporary accounts by individuals who were witnesses to Maroon civilization.

CARIBBEAN HISTORY
PAPER 03/2 – GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 5

(a) Discuss THREE findings emerging from the research conducted.

For EACH finding

- | | |
|--|----------------|
| • Finding clearly stated and fully discussed with substantial elaboration and evidence | 4 marks |
| • Finding clearly stated and satisfactorily discussed with some elaboration and evidence | 3 marks |
| • Finding stated with partial discussion and limited elaboration | 2 marks |
| • Finding stated but with minimal or no discussion | 1 mark |
| • Finding not stated or irrelevant | 0 marks |

Total 12 marks

Sample Response:

The Maroons employed a sophisticated range of military tactics

- They employed a network of spies and lookouts to prevent surprise attacks.
- If an attack was expected they would evacuate the settlement and erect temporary ones where they could hide until the threat was gone.
- Traps were set for the enemy such as concealed ditches filled with wooden spikes. The use of ambushes against the enemy, utilizing vantage points on hillsides and in dense vegetation, with secret escape paths.
- Military drills and training was conducted. They employed zigzag running to avoid being shot. Cow horns and couch shells were used to communicate.
- Brave leaders and capable leaders. (Cudjoe and Nanny in Jamaica/ Bonny, Bonny and Quammy in Surinam)

CARIBBEAN HISTORY
PAPER 03/2 - GENERAL PROFICIENCY
SPECIMEN
MARK SCHEME

Question 5 continued

Survival Strategies

- To make good their freedom Maroons had to have sustainable communities.
- In their settlements they cultivated food crops, and caught fish and game.
- Raids upon plantations and white settlements were also conducted to acquire food and supplies.
- They knew how to preserve meat. They utilized herbs for medicine and
- Able to create commodities such as butter, salt, wine, containers, mats and hammocks.
- Maroons were renowned for their physiques, which enabled climbing, strenuous treks up cliffs and mountains.
- Their leaders were usually strong individuals, who instilled discipline and demanded loyalty to the community. There was a strong sense of community and cultural cohesion. Provision was made for the safety of women and children.

(b) **State TWO conclusions you have drawn from the research conducted.**

Conclusions - Clearly stated, accurate, relevant and linked to evidence	2 marks	
Conclusions - Stated and partially accurate/relevant with some link to evidence	1 mark	(2 marks)
Conclusions - Not stated or irrelevant	0 marks	

Sample Response:

- From the research, it can be concluded that a combination of factors contributed to ability of the Maroons to maintain their freedom. These factors included good leadership, community survival strategies, military skills, and political expediency.
- The topography helped to accentuate these factors, since survival and military strategies could be devised around the use of geographical features, such as forests, rivers, and mountains, conduct guerilla warfare and evade capture.



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