CSEC PASTPAPERS.COM

TEST CODE **01210032**

FORM TP 2009049

MAY/JUNE 2009

CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE EXAMINATION

CARIBBEAN HISTORY

Paper 03/2 – General Proficiency

Alternative to School-Based Assessment

2 hours

04 JUNE 2009 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. **Study the source material provided carefully before attempting to answer any of the questions. You will need to use information from the sources as well as your own historical knowledge.**

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

9049

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

Copyright © 2008 Caribbean Examinations Council ®
All rights reserved.

CSEC PASTPAPERS.COM

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

SOURCE I

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

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

SOURCE II

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

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

SOURCE III

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

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

GO ON TO THE NEXT PAGE

CSEC PASTPAPERS.COM

SOURCE IV

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

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

1. (a) From Source I, identify the group of people who were travelling across the Atlantic to the Caribbean. **(1 mark)**

(b) Explain why this group of people wanted to migrate to the Caribbean. **(2 marks)**

(c) Give THREE reasons why this journey was described as dangerous. **(3 marks)**

2. (a) Where is Guinea, referred to in Source II, located? **(1 mark)**

(b) State TWO differences between the people travelling in Source I and those referred to in Source II. **(2 marks)**

(c) (i) Who were the creoles? **(1 mark)**

(ii) Why were they preferred as workers? **(2 marks)**

3. (a) Source III provides a list of buildings on a typical sugar estate. Identify ONE factory building, other than those listed, found on a typical sugar estate and state its use. **(2 marks)**

(b) Explain the significance of a bell on a sugar plantation. **(2 marks)**

(c) Give THREE possible explanations for keeping cows on sugar plantations. **(3 marks)**

4. (a) What event made the course of action proposed by the writer in Source IV necessary? **(2 marks)**

(b) Why was it considered necessary to take the steps outlined by the writer in Source IV? **(1 mark)**

(c) Explain the different ways in which the Caribbean was seen by the groups described in Sources I and II and by the writer in Source IV. **(6 marks)**

GO ON TO THE NEXT PAGE

CSEC PASTPAPERS.COM

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

Total 40 marks

END OF TEST

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.