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CARIBBEAN EXAMINATIONS COUNCIL

SECONDARY EDUCATION CERTIFICATE EXAMINATION

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

21 MAY 2010 (a.m.)

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

   Section A: Questions 1 to 4
   Section B: Questions 5 to 10
   Section C: Questions 11 to 16
   Section D: Questions 17 to 20

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

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

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SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

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

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

(a) Identify THREE places of origin of the Indigenous Peoples who occupied the Caribbean region when the Europeans arrived. **(3 marks)**

(b) Explain THREE factors which influenced the location of indigenous settlements. **(6 marks)**

(c) Examine FOUR aspects of the culture of the Indigenous Peoples that allowed them to travel easily through the region. **(16 marks)**

Total 25 marks

Question 2.

(a) Outline TWO of the MAIN motives for the voyages of Columbus. **(4 marks)**

(b) Explain THREE difficulties faced by Europeans during the EARLY stages of New World settlement. **(9 marks)**

(c) Discuss FOUR effects of European activities on the environment of the New World. **(12 marks)**

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

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

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

(a) Outline TWO factors that could cause disruption of the process of sugar production. **(4 marks)**

(b) Explain THREE ways in which planters sought to maximize the use of labour on the estates. **(9 marks)**

(c) Describe the work done by enslaved women in the production of sugar. **(12 marks)**

Total 25 marks

Question 4.

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

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

(a) Describe TWO ways in which the European planter can be seen as "all-powerful". **(4 marks)**

(b) Explain THREE reasons why the enslaved Africans feared the European planters. **(9 marks)**

(c) Examine FOUR reasons why the European planters feared the enslaved Africans**.** **(12 marks)**

Total 25 marks

SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

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

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

(a) Describe THREE ways in which physical conditions favoured the setting up of Maroon communities. **(9 marks)**

(b) Examine FOUR reasons, other than physical conditions, why planters found it difficult to defeat the Maroons**.** **(16 marks)**

Total 25 marks

Question 6.

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

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

(a) Explain THREE reasons why the European planters supported slavery. **(9 marks)**

(b) Examine, in detail, FOUR reasons why enslaved Africans opposed their enslavement**.** **(16 marks)**

Total 25 marks

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Question 8.

(a) Explain THREE reasons why the planters of the British Caribbean resisted the amelioration proposals. **(9 marks)**

(b) Examine FOUR ways in which the reactions of the planters in the British Caribbean to the amelioration proposals helped to hasten the abolition of slavery. **(16 marks)**

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 - 1876

Question 9.

(a) Explain THREE reasons why the planters of Guyana and Trinidad feared that the freed Africans would not continue to work on the sugar plantations once slavery was abolished. **(9 marks)**

(b) Examine FOUR measures adopted by some planters to secure a supply of labour on their plantations between 1838 and 1876. **(16 marks)**

Total 25 marks

Question 10.

(a) Explain THREE reasons why the recently freed Africans were so keen to become educated**.** **(9 marks)**

(b) Examine FOUR reasons why some colonial legislatures were so reluctant to provide education for the recently freed Africans. **(16 marks)**

Total 25 marks

SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 - 1985

Question 11.

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

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

(a) Describe THREE factors which led to large scale cultivation of rice in Guyana especially from the early 1900s. **(9 marks)**

(b) Examine FOUR difficulties which affected the Guyana rice industry during the period 1900-1985. **(16 marks)**

Total 25 marks

Question 12.

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

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

Total 25 marks

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

Question 13.

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

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

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

(a) Discuss THREE social or economic problems which faced Caribbean people during the early 1900s. **(9 marks)**

(b) Examine FOUR strategies adopted by union leaders which were aimed at improving the social and economic conditions of Caribbean people. **(16 marks)**

Total 25 marks

Question 14.

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

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

(a) Explain THREE reasons why colonial legislatures did not recognize trade unions in the British Caribbean during the early 1900s. **(9 marks)**

(b) Examine FOUR factors which contributed to the growth of trade unions during the early 1900s. **(16 marks)**

Total 25 marks

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

Question 15.

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

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

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

(a) Discuss THREE reasons why the United States of America was concerned about developments in the Dominican Republic in the early 1900s. **(9 marks)**

(b) Examine FOUR features of United States involvement in the Dominican Republic in 1916. **(16 marks)**

Total 25 marks

Question 16.

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

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

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

(a) Discuss THREE reasons why the Civil Rights Movement in the USA appealed to Caribbean people. **(9 marks)**

(b) Examine FOUR ways in which the Civil Rights Movement influenced the Caribbean. **(16 marks)**

Total 25 marks

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SECTION D

Answer ONE question only in this section.

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

Question 17.

(a) Describe THREE responses of British colonies to metropolitan rule by the end of World War II. **(9 marks)**

(b) Examine FOUR results of the struggle by British colonies against metropolitan rule. **(16 marks)**

Total 25 marks

Question 18.

(a) Describe THREE benefits to Puerto Rico from being an "associated free state" of the United States of America. **(9 marks)**

(b) Examine FOUR reasons why some Puerto Ricans opposed "associated" status. **(16marks)**

Total 25 marks

Theme 10 – Social Life, 1838 - 1962

Question 19.

(a) Explain THREE factors responsible for the persistence of poor public health conditions throughout the British Caribbean in the **early** 1900s. **(9 marks)**

(b) Examine FOUR measures taken by colonial governments to improve public health conditions in the British Caribbean **after** 1945. **(16 marks)**

Total 25 marks

Question 20.

(a) Explain THREE factors responsible for the practice of African-based religions in the Caribbean in the **late** 1900s. **(9 marks)**

(b) Examine FOUR ways in which the Church responded to the practice of African-based religions in the British Caribbean especially **after** the 1940s. **(16 marks)**

Total 25 marks

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