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SECONDARY EDUCATION CERTIFICATE EXAMINATION

CARIBBEAN HISTORY

Paper 03/2 – General Proficiency

2 hours

03 JUNE 2010 (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 knowledge to answer the questions.**

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

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Study the FIVE sources below, which relate to Emancipation and Apprenticeship, and then answer ALL the questions that follow.

SOURCE I

St. Vincent

In St. Vincent, as in other islands, since 1 August 1834 - no praedial apprenticed labourer, whether attached or not to the soil, is bound to labour more than 45 hours …, in any one week. ... To this the colonial Legislature has added one day in each week to each praedial. With 11 days (and by subsequent statute, nineteen days in addition to the eleven) over and above the one day in each week, and Sundays throughout the year for the cultivation of his provision Grounds. Thus every praedial has to himself –

All Sundays in the year

1 day each week (Which custom has made Saturday)

11 days previously, and now 19 additional ones

In all = 134 free days exempt from toil

Roderick Mc Donald (ed.), Between Slavery and Freedom: Special Magistrate John Anderson's Journal of St. Vincent during the Apprenticeship, Kingston: University of the West Indies Press, 2001, p. 88.

SOURCE II

"Governor Smith took the decision to despatch several units of imperial soldiers to Bridgetown on 1st August, emancipation day ... Emancipation day [in Barbados] ... was a peaceful one. In Trinidad there were riots in Port of Spain, and rumours of disturbances in the country side. Threats of disorder were also reported in Essequibo (British Guiana) and some unrest also occurred in St. Kitts and Montserrat."

Hilary Beckles, A History of Barbados, Cambridge, Cambridge University Press, 2006, pp. 129-130.

SOURCE III

Circular despatch to the Governors, 15 October, 1835.

This despatch is to call attention of the Council and Assembly to the [necessity] of making some legal provision for enforcing the attendance of all young persons of a competent age, at any schools, which may be opened under the sanction of His Majesty's Government, for their instruction. Whatever objection may exist ... to the principle of compulsory education, they can have no place in reference to a colony in which the great mass of people have just emerged from slavery but have not yet generally acquired any [knowledge of] the principles … of Christianity, and are for the most part destitute of the first elements of learning.

Shirley Gordon, A Century of West Indian Education, London: Longmans Green and Co. Ltd, 1963, pp. 26-27.

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SOURCE IV

Martinique, 22 December, 1836.

There is a general belief in the colony that the government would abolish slavery within the next two years, there was also an impression among slaves that they would be freed. The trade of the island is now very depressed in consequence of the uncertain aspect of the future. The number of soldiers in the colony has been increased, and they are stationed in small bodies all over the island ... Since the change in the British colonies, the discipline on the estates has been much relaxed, the slaves worked less and were less harshly treated.

Joseph Sturge and Thomas Harvey, The West Indies in 1837,
Frank Cass and Co. Ltd, 1968, p. 109.

SOURCE V

Secretary of State to Governors of the West Indies, 1838.

I think it necessary ... to appraise you that the state of public feeling in this Kingdom respecting the apprentice system, is such to justify the most serious anxiety as to the possible consequences on the future state of the British West Indies. At the distance at which you are placed, you may very probably under-rate the force of public opinion which [exists] here on this subject.

Shirley Gordon, Caribbean Generations, A CXC History Source Book,
Kingston: Longman Caribbean, 1983, p. 141.

1. (a) (i) Explain the term "praedial labourer" referred to in Source I. **(1 mark)**

(ii) What other class of workers was specified in the Emancipation Act? **(1 mark)**

(b) Explain the concerns which provided the stimulus for including special provisions for these groups of workers. **(2 marks)**

(c) From the tone of his writing, how does the writer in Source I feel about the working hours of the praedial workers in St. Vincent? **(2 marks)**

2. (a) Give ONE reason for the outbreak of the disturbances mentioned in Source II. **(2 marks)**

(b) (i) Which activity was the MOST popular among freed people in the Caribbean early on Emancipation Day? **(1 mark)**

(ii) What TWO factors explain the popularity of this activity? **(4 marks)**

(c) Explain the difference between the approaches of the authorities in Source II and those in Source IV. **(2 marks)**

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3. (a) Why, as stated in Source III, did the British government find it necessary to advise the colonial governments about compulsory education for the freed people? **(1 mark)**

(b) (i) Which group of people in the British Caribbean were most likely to object to compulsory education for the freed people? **(1 mark)**

(ii) Why did this group object to the freed people being educated? **(2 marks)**

(c) What arrangements were made for the education of free people in the British Caribbean at Emancipation? **(2 marks)**

4. (a) What is "The change in the British colonies" referred to in Source IV? **(1 mark)**

(b) Why did this change in the British colonies affect Martinique (Source IV)? **(2 marks)**

(c) Give TWO explanations for the Secretary of State's communication to the colonial governors of the state of public opinion on the matter of apprenticeship in Source V. **(4 marks)**

5. In 250 words, explain why the British government thought it necessary to institute full emancipation in 1838. **(12 marks)**

Total 40 marks

END OF TEST

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