



CARIBBEAN EXAMINATIONS COUNCIL

# CAPE<sup>®</sup> History

**SYLLABUS  
SPECIMEN PAPER  
MARK SCHEME  
SUBJECT REPORTS**

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### **LIST OF CONTENTS**

|   |                        |
|---|------------------------|
| <b>CAPE® History Syllabus Extract</b>   | <b>3</b>               |
| <b>CAPE® History Syllabus</b>           | <b>4</b>               |
| <b>CAPE® History Specimen Papers</b>    | <b>U      o      M</b> |
| Unit 1                                  | 51                     |
| Unit 2                                  | 110                    |
| <b>CAPE® History Subject Reports</b>    |                        |
| 2004 Subject Report                     | 167                    |
| 2005 Subject Report                     | 179                    |
| 2006 Subject Report                     | 191                    |
| 2007 Subject Report                     | 201                    |
| 2008 Subject Report Trinidad and Tobago | 211                    |
| 2008 Subject Report Rest of Caribbean   | 221                    |
| 2009 Subject Report                     | 231                    |
| 2010 Subject Report                     | 238                    |
| 2011 Subject Report                     | 247                    |
| 2012 Subject Report                     | 258                    |
| 2013 Subject Report                     | 268                    |
| 2014 Subject Report                     | 277                    |
| 2015 Subject Report                     | 290                    |

## **CAPE® History Syllabus Extract**

The discipline of History consists of three aspects – its content, its organising principles, and its methods of enquiry. The CAPE® History Syllabus seeks to promote these aspects of the historian’s craft and has been organised accordingly. Its content emphasises the historical experiences and relationships of the peoples of the Caribbean and the Atlantic World.

The selection, structure and content of themes and modules have been informed by a desire to promote an understanding of the historical as well as the contemporary relationships among the nations and societies of the Atlantic World and other regions. The syllabus is arranged into two Units, each made up of three Modules. The objectives of the Units and Modules are designed to enable students to develop identity and respect for cultural heritage, the skills of a historian, and use historical knowledge to understand and explain contemporary issues.

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

- Module 1 – Indigenous Societies
- Module 2 – Slave Systems: Character and Dismantlement
- Module 3 – Freedom in Action

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

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



CARIBBEAN  
EXAMINATIONS  
COUNCIL

Caribbean Advanced  
Proficiency Examination®

# SYLLABUS

# HISTORY

CXC A4/U2/15

Effective for examinations from May–June 2018



Correspondence related to the syllabus should be addressed to:

The Pro-Registrar  
Caribbean Examinations Council  
Caenwood Centre  
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200  
Facsimile Number: + 1 (876) 967-4972  
E-mail Address: [cxcwzo@cxc.org](mailto:cxcwzo@cxc.org)  
Website: [www.cxc.org](http://www.cxc.org)

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Prince Road, Pine Plantation Road, St Michael BB11091



# Contents

|   |    |
|---|----|
| RATIONALE .....   | 1  |
| AIMS .....  | 2  |
| SKILLS AND ABILITIES TO BE ASSESSED .....                                   | 3  |
| PREREQUISITES OF THE SYLLABUS .....   | 4  |
| STRUCTURE OF THE SYLLABUS .....   | 4  |
| APPROACHES TO TEACHING THE SYLLABUS .....                                   | 4  |
| UNIT 1: THE CARIBBEAN IN THE ATLANTIC <i>WORLD</i> .....                    | 5  |
| <i>MODULE 1: INDIGENOUS SOCIETIES</i> .....                                 | 5  |
| MODULE 2: SLAVE SYSTEMS: CHARACTER AND DISMANTLEMENT .....                  | 9  |
| MODULE 3: FREEDOM IN ACTION .....   | 13 |
| UNIT 2: THE ATLANTIC WORLD AND GLOBAL TRANSFORMATION .....                  | 18 |
| <i>MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES</i> .....            | 18 |
| MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION .....            | 22 |
| MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION ..... | 25 |
| OUTLINE OF ASSESSMENT .....   | 29 |
| REGULATIONS FOR PRIVATE CANDIDATES .....                                    | 36 |
| REGULATIONS FOR RESIT CANDIDATES .....                                      | 36 |
| ASSESSMENT GRID .....   | 37 |
| APPENDIX: ADDITIONAL BIBLIOGRAPHY .....                                     | 38 |

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

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Please check the website [www.cxc.org](http://www.cxc.org) for updates on **CXC**<sup>®</sup>'s syllabuses.



# Introduction

The Caribbean Advanced Proficiency Examination® (**CAPE**®) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under **CAPE**® may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification at the **CAPE**® level. The first is the award of a certificate showing each **CAPE**® Unit completed. The second is the **CAPE**® Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the **CXC**® Associate Degree, awarded for the satisfactory completion of a prescribed cluster of *eight* **CAPE**® Units including Caribbean Studies, Communication Studies *and Integrated Mathematics*. *Integrated Mathematics is not a requirement for the **CXC**® Associate Degree in Mathematics*. The complete list of Associate Degrees may be found in the **CXC**® Associate Degree Handbook.

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

# History Syllabus

## ◆ RATIONALE

The discipline of History consists of three aspects – its content, its organising principles, and its methods of enquiry. The syllabus seeks to promote these aspects of the historian’s craft and has been organised accordingly. Its content emphasises the historical experiences *and relationships of the peoples of the Caribbean and the Atlantic World*.

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

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

The selection, structure and content of themes and modules have been informed by a desire to promote an understanding of the historical as well as the contemporary relationships among the nations and societies *of the Atlantic World and other regions*. The syllabus has been organised to enhance the in-depth study of themes that will enable students to acquire and practise the skills of the historian and to engage in applied history; that is using history to understand our societies and explain current happenings.

The aims and objectives of this syllabus are identified with reference to the diverse methods of historical enquiry. The historian raises questions, identifies problems, gathers evidence, collates and interprets information, makes informed judgements and reports conclusions. The objectives of the Units and Modules are designed to enable students *to develop identity and respect for cultural heritage, the skills of a historian, and use historical knowledge to understand and explain contemporary issues*. Students will develop as independent and critical thinkers in the context of historical enquiry, and in keeping with the UNESCO Pillars of Learning. This will occur *as they learn to live together and transform themselves and society*.

Through the advanced study of history, *students should utilise the Information, Communications Technology (ICT) skills*, and knowledge that will extend the scope of their general education and provide a foundation for the professional study of history. The course of study prescribed in this syllabus seeks to enhance the interests, capabilities, skills and attitudes of students to enable them to develop as autonomous human beings capable of acting as rational and ethical individuals, and as

responsible members of their community. *Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE® History can contribute to the development of a Caribbean person who is imbued with a respect for human life; is emotionally secure with a high level of self-confidence and self-esteem; and respects ethnic, gender, religious and other diversities.*

## ◆ AIMS

The syllabus aims to:

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

## ◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under two headings:

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

### 1. Knowledge and Comprehension

The ability to:

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

### 2. Enquiry and Communication

The ability to:

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

## ◆ PREREQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (**CSEC®**) Caribbean History Syllabus or the equivalent, should be able to pursue the course of study defined by this syllabus.

## ◆ STRUCTURE OF THE SYLLABUS

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

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

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

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

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

## ◆ APPROACHES TO TEACHING THE SYLLABUS

While the Modules are presented within the syllabus in a linear manner, it must be emphasised that **any Module may be studied first, or two Modules may be studied simultaneously**. Moreover, **aspects of Modules may be studied concurrently**, constrained only by the capacity of educational institutions and by students' needs and interests. For example, Haiti, which appears in Unit 1, Modules 2 and 3, can be taught concurrently.

Teachers are reminded that Modules are not tied to traditional school terms. It is recommended that a **Module should require approximately 10 weeks, at 5 hours per week**.

## ◆ UNIT 1: THE CARIBBEAN IN THE ATLANTIC WORLD

### MODULE 1: INDIGENOUS SOCIETIES

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the various achievements of the indigenous American societies in science, technology, art, culture, politics, economy, and ecology before the arrival of Africans and Europeans; and,
2. understand the nature of the interactions among indigenous peoples, Africans and Europeans.

#### SPECIFIC OBJECTIVES

Students should be able to:

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

#### CONTENT

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

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

Group 1: Kalinago, Taino and Tupi

Group 2: Aztec, Maya, and Inca

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

## UNIT 1

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

#### **Theme 2: Atlantic Connections**

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

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

*Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.*

1. *Encourage students to visit Museums and Archives to examine the material culture of indigenous peoples.*
2. *Organise class debate on contacts before 1492.*
3. *Simulate 'trial' of a European conquistador for crimes of genocide in the New World.*
4. *Visit Kalinago villages, Maya and other archaeological sites – to appreciate their cultural achievements.*
5. *Do map work to illustrate the impact of Spanish invasion of the Americas up to the sixteenth century.*
6. *Compile a glossary of concepts used within the Module.*

## UNIT 1

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

#### RESOURCES

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

#### VIDEO PRODUCTIONS

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

These videotapes can be obtained from Films for the Humanities and Sciences, Inc., Box 20533, Princeton New Jersey, 28543-2053, USA. WGBH Educational Foundation, Boston. Also search Amazon.com (videos).



## UNIT 1

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

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

## UNIT 1

### MODULE 2: SLAVE SYSTEMS: CHARACTER AND DISMANTLEMENT

#### GENERAL OBJECTIVES

*On completion of this Module, students should:*

1. *understand the character of Caribbean society during the period of enslavement;*
2. *appreciate the significance of the struggles against enslavement; and,*
3. *understand the process of abolition.*

#### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *explain the issues relating to the institution of slavery in the Caribbean;*
2. *evaluate the impact of the institution of slavery on race, gender, demography and ethnic relations;*
3. *assess the measures used by enslaved peoples to survive, and to contribute to the overthrow of slave systems;*
4. *explain the social and economic survival strategies of the enslaved peoples of the Caribbean;*
5. *examine the causes, reasons for success and the consequences of the Haitian Revolution;*
6. *evaluate the reasons for the physical and legislative dismantlement of slave systems in the Caribbean, including the abolition of the Trans-Atlantic trade in African captives and the “Decline Thesis” of Eric Williams; and,*
7. *analyse the ways in which emancipation in the British or French or Spanish territories was achieved.*

#### CONTENT

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

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

## UNIT 1

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

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

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

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

## UNIT 1

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

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

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

*Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.*

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

## UNIT 1

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

#### RESOURCES

- Beckles, H. *Britain's Black Debt: Reparations for Caribbean Slavery and Native Genocide.* Kingston: University of the West Indies Press, 2013.
- Beckles, H. *The First Black Slave Society: Britain's "Barbarity Time" in Barbados, 1636-1876.* Kingston: The University of the West Indies Press, 2016.
- Beckles, H. & Shepherd, V. *Trading Souls: Europe Transatlantic Trade in Africans.* Kingston: Ian Randle Publishers, 2007.
- Beckles, H. & Shepherd, V. *Saving Souls: The Struggle to End the Trans-Atlantic Trade in Africans.* Kingston: Ian Randle Publishers, 2007.
- Beckles, H. & Shepherd, V. *Liberties Lost: Caribbean Indigenous Societies and Slave Systems.* Cambridge: Cambridge University Press, 2004.
- Fick, C. *The Making of Haiti. The Saint Domingue Revolution from Below.* Knoxville: University of Tennessee Press, 1993.
- James, C. L. R. *The Black Jacobins, Toussaint L'Ouverture and the San Domingo Revolution.* New York: Random House, 1963.
- Shepherd, V. and Beckles, H. (eds.) *Caribbean Slavery in the Atlantic World.* Kingston: Ian Randle Publishers, 2000.
- Shepherd, V. *Women in Caribbean History: The British Colonised Territories.* Kingston: Ian Randle Publishers, 1999.
- Thompson, A (ed.) *In the Shadow of the Plantation: Caribbean History and Legacy.* Kingston: Ian Randle Publishers, 2002.
- Williams, E. *Capitalism and Slavery.* Chapel Hill: University of North Carolina Press, 1944. Reprinted 1995 (with an introduction by Colin Palmer).

#### VIDEO PRODUCTION

"Britain's Slave Trade" (Contact Channel 4, UK) The 4 part documentary.  
("Towards a New Past: the Legacies of British Slave-ownership" by Professor Catherine Hall).

## UNIT 1

### MODULE 3: FREEDOM IN ACTION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

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

#### SPECIFIC OBJECTIVES

Students should be able to:

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

#### CONTENT

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

(a) *European policies:*

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

## UNIT 1

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

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

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

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

#### Theme 3: Nationalism and Nation Building

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

## UNIT 1

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

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

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

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

1. Organise brief student presentations (five to seven minutes) on working and living conditions in the nineteenth century.
2. Use statistics on Haiti in 1820 to demonstrate the state of the Haitian economy at that time.
3. Have students complete a web search for photographs demonstrating the course of the Cuban Revolution and make a seven-minute presentation in class.
4. View video on "The Cuban Missile Crisis" and discuss Cuba's socialist transformation up to 1975.
5. Organise class debate on the advantages and disadvantages of assimilation and independence in the second half of the twentieth century.
6. Have students source tables or figures in texts showing the post slavery developments – peasant development in the different Caribbean territories and the influx of immigrants into the region. Have students discuss the factors influencing the development of peasant holdings, features unique to territories such as involvement of missionaries in Jamaica, contribution of Chinese, Indians and Portuguese, distribution of these groups among territories; activities peculiar to or common among the groups. Examination of primary sources for practise in source criticism or corroboration should be encouraged.



## UNIT 1

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

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

## RESOURCES

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

## UNIT 1

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

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

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

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

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the philosophies and ideas that shaped revolutionary changes in the Atlantic World, 1750-1920;*
2. *appreciate how slavery in the Atlantic world and the trans-Atlantic trade in African captives contributed to the Industrial Revolution in England and the Atlantic economy;*
3. *understand the process of industrialisation in the United States; and,*
4. *understand the struggles by Latin American colonies to achieve and consolidate their independence.*

#### SPECIFIC OBJECTIVES

Students should be able to:

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

#### CONTENT

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

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

## UNIT 2

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

#### Theme 2: *Economic Revolutions*

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

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

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

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

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

1. Discuss the preamble of the American constitution with reference to their Declaration of Independence.
2. Discuss documentaries on the French and American Revolutions, illustrating their respective causes and *consequences*.
3. Conduct "Conferences" in which students put forward an agenda to show why the status quo should be retained in *United States (1776) and in France (1789)*.
4. *Debate the contribution of the Atlantic world to the development of British Industrialisation.*

## UNIT 2

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

#### RESOURCES

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

## UNIT 2

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

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

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

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

### VIDEO PRODUCTIONS

The French Revolution – Warwick History Videos.

This video can be obtained from The University of Warwick, Coventry CU7AL, United Kingdom.  
**Teachers are advised to order the VHS NTSC version.**

*Documentaries on the American and French Revolutions.*

## UNIT 2

### MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the nature and significance of European conflicts and the emergence of totalitarianism in the twentieth century; and,*
2. *understand the political relations within which the twentieth-century world order developed.*

#### SPECIFIC OBJECTIVES

Students should be able to:

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

#### CONTENT

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

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

## UNIT 2

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

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

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

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

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

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



## UNIT 2

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

#### RESOURCES

- Bourret, F.M. *Ghana, the Road to Independence, 1919-1957*. California: Stanford University Press, 1960.
- Brown, D. and Carter, H. *Atlantic Interactions 2<sup>nd</sup> ed*. Kingston: Ian Randle Publishers, 2013.
- Bullock, A. *Hitler: A Study in Tyranny*. London: Odhams, 1964.
- Carr, E. H. *The Russian Revolution: From Lenin to Stalin*. London: Macmillan, 1979.
- Fischer, L., ed. *The Essential Gandhi: His Life, Work and Ideas*. London: Vintage Books, 1983.
- Grischow, J. D. Kwame Nkrumah, Disability and Rehabilitation in Ghana, 1957-1966. *Journal of African History* 52.2 (2011): 179-199. Print.
- Jemmott, J., Josephs, A. and Monteith, K. *The Caribbean, the Atlantic World and Global Transformation. Social History Project, Department of History and Archaeology. University of the West Indies, 2010.*
- Kemp, T. *Industrialisation in the Non-Western World*. New York: Longman, 1989.
- Milne, J. *Forward Ever. Kwame Nkrumah: A Biography*. Panaf Books, 2006.
- Nkrumah, K. *Class Struggle in Africa*. London: Panaf Books, 2006.
- Segal, R. *The Black Diaspora*. Boston: Faber and Faber, 1993.
- Taylor, A.J.P., ed. *History of World War 1*. London: Octopus Books, 1974.
- Taylor, A.J.P. *The Second World War: An Illustrated History*. London: Penguin Books, 1975.

#### AUDIO/VIDEO PRODUCTIONS

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

*Faces of Africa – Kwame Nkrumah.*

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

## UNIT 2

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

#### GENERAL OBJECTIVES

On completion of this Module, students should:

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

#### SPECIFIC OBJECTIVES

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

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

#### CONTENT

**Theme 1: *Apartheid and The Liberation Struggle In South Africa***

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

(b) *Dismantling Apartheid in South Africa.*

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

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

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

## UNIT 2

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

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

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

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

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

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

## UNIT 2

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

#### RESOURCES

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

#### AUDIO/VIDEO PRODUCTIONS

Oxford Union Speech, Sashi Tharoor <https://www.youtube.com/watch?v=f7CW7S0zxv4>.

Interview with Dr Ray Winbush < <https://www.youtube.com/watch?v=vLau6XhLLyU>>.

Dr Ray Winbush "What is Reparations?" < <https://www.youtube.com/watch?v=18cNBDknJYs>>.

Lecture by Hilary Beckles (Repairing the Nation) <<https://www.youtube.com/watch?v=lEvlTuAensY>>.

Mr Perfect "Reparation for my soul" < <https://www.youtube.com/watch?v=95yrMrwGSNc>>.

*Long Night's Journey into Day:* Reveals a South Africa trying to forge a lasting peace in the post-apartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).

## UNIT 2

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

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

*Sarafina and Invictus.*

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

*Long Night's Journey into Day: Reveals a South Africa trying to forge a lasting peace in the post-apartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).*

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

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

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

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

## ◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit. The scheme of assessment will comprise two components, one external and the other internal.

School candidates are required to do the external assessment in addition to which they are to do the School-Based Assessment for the first Unit for which they register. Candidates may opt to carry forward their School-Based Assessment score to any subsequent Unit or Units taken.

The School-Based Assessment score may be carried forward for one or more Units taken, provided any subsequent examination is within two years of taking the first Unit. Those candidates may opt to do the School-Based Assessment of the second Unit taken and not carry forward their score from the first Unit taken.

Private candidates are required to do the external assessment and the Alternative to School-Based Assessment for Private Candidates.

### EXTERNAL ASSESSMENT (80 per cent)

#### Written Papers

|  |  |             |
|--|--|-------------|
| <b>Paper 01</b><br>1 hour 30 minutes<br>(54 marks) | 45 multiple choice questions, 15 on each Module. All questions are compulsory. | 30 per cent |
|--|--|-------------|

|   |   |             |
|---|---|-------------|
| <b>Paper 02</b><br>2 hours 40 minutes<br>(90 marks) | Section A: Module 1<br>Section B: Module 2<br>Section C: Module 3 | 50 per cent |
|---|---|-------------|

Each section consists of one document-based question and one essay question.

### SCHOOL-BASED ASSESSMENT (20 per cent)

|                                |   |
|--------------------------------|---|
| <b>Paper 031</b><br>(36 marks) | A research paper, requiring the candidate to demonstrate the skills of the historian. |
|--------------------------------|---|

#### Alternative to School-Based Assessment

|   |  |
|---|--|
| <b>Paper 032</b><br>1 hour 30 minutes<br>(36 marks) | A written paper consisting of questions testing the skills of the historian. |
|---|--|

## **MODERATION OF SCHOOL-BASED ASSESSMENT**

All School-Based Assessment Record Sheets and samples must be submitted to **CXC**<sup>®</sup> by 31 May of the year of the examination in electronic format via the ORS. A sample of assignments will be requested by **CXC**<sup>®</sup> for moderation purposes. These samples will be re-assessed by **CXC**<sup>®</sup> Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools.

Copies of the candidates' assignments must be retained by the school until three months after publication by **CXC**<sup>®</sup> of the examination results.

## **ASSESSMENT DETAILS**

### **External Assessment**

There will be a combined question paper and answer booklet for Paper 01.

### **Paper 01 (1 hour 30 minutes – 30 per cent of Total Assessment)**

1. Number of Questions

This paper consists of forty-five multiple-choice questions covering all three Modules.

2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge and comprehension across the breadth of the syllabus.

3. Question Type

Questions on this paper are multiple-choice questions.

4. Mark Allocation

One mark will be awarded for each correct multiple-choice response.

The maximum number of marks available for this paper is 54 and this paper contributes 30 per cent to the total mark for the Unit.

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

1. Number of Questions

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

2. Syllabus Coverage

Two questions will be set on each Module and will test candidates' in-depth understanding of the themes across the syllabus.

### 3. Question type

Each section consists of one document-based question and one essay question. Each document-based question consists of several parts based on two extracts related to a particular theme. Candidates must answer three questions, one from each Module. **One of the three questions must be a document-based question.**

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

### 5. Mark Allocation

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

## **SCHOOL-BASED ASSESSMENT (20 per cent of Total Assessment)**

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the **CXC**<sup>®</sup> standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this **CAPE**<sup>®</sup> subject and enhance the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.



The **Caribbean Examinations Council** seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

### **Paper 031: The Research Paper**

The School-Based Assessment will consist of one research paper for each Unit of the syllabus. This research paper contributes 20 per cent of the final grade.

Candidates will be expected to select the topic from within the Unit and develop their own research proposals with guidance from their teacher.

Candidates must submit proposals for approval by the teacher before undertaking the research. The research paper may be presented entirely in writing or may be a combination of writing and other media (for example, video or audio recordings).

The research paper should provide evidence of the candidate's mastery of the skills used by the historian in conducting investigations of historical questions, problems or issues. *The paper should be structured following the generally accepted rules for writing a research paper. (See Guidelines below).*

The research paper should be **1500** words in length, excluding tables, direct quotations, footnotes, references and appendices. A total of 10 per cent of the candidate's score will be deducted for any research paper in excess of **1500** words (excluding tables, direct quotations, footnotes, references and appendices). If a deduction is to be made from a candidate's score, the teacher should clearly indicate on the assignment the candidate's original score before the deduction is made, the marks which are to be deducted, and the final score that the candidate receives after the deduction has been made.

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

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

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

| <b>PARTS OF THE ESSAY</b>  | <b>FOCUS</b>         | <b>COMPOSITION</b>   |
|----------------------------|----------------------|--|
|                            |                      | <i>Incorporate evaluation of the primary and secondary sources used.</i>       |
| <b>Conclusion</b>          | <b>Summary</b>       | <i>Reinforces the thesis</i>   |
| <b>Appendix (optional)</b> | <b>Illustrations</b> | <i>Pictures, tables etc. Reference must be made to these within the paper.</i> |

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

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

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

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

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

| ABILITIES  | MARKS  |
|--|--|
| <p><b>(e) To create a synthesis:</b></p> <p>(i) presentation of logical arguments and coherent findings;</p> <p>(ii) presentation of arguments and findings with a few minor inconsistencies;</p> <p>(iii) presentation of arguments and findings with several inconsistencies; and,</p> <p>(iv) presentation of flawed arguments and inconsistent findings.</p>   | <p><b>7 marks</b></p> <p>6–7 marks</p> <p>4–5 marks</p> <p>2–3 marks</p> <p>1 mark</p> |
| <p><b>(f) To communicate effectively the results of the research, in accordance with the conventions of the discipline:</b></p> <p>(i) demonstration of an excellent writing style and sound knowledge of conventions of writing a research paper;</p> <p>(ii) demonstration of a good writing style and sound knowledge of conventions for writing a research paper; and,</p> <p>(iii) demonstration of a weak writing style and limited knowledge or conventions for writing a research paper.</p> | <p><b>6 marks</b></p> <p>5–6 marks</p> <p>3–4 marks</p> <p>1–2 marks</p>               |
| <p><b>(g) To communicate information in a logical manner using correct grammar</b></p> <p>(i) communication of information in a logical way using correct grammar;</p> <p>(ii) communication of information in a fairly logical way with few grammatical errors; and,</p> <p>(iii) communication of information in a partially logical way with several grammatical errors.</p>  | <p><b>4 marks</b></p> <p>3–4 marks</p> <p>2 marks</p> <p>1 mark</p>                    |
| <p>For exceeding the word limit of 1500 words, deduct 10 per cent of candidate's score.</p>  |  |
| <p><b>TOTAL</b></p>  |  |
| <p><b>36 Marks</b></p>   |  |

## ◆ REGULATIONS FOR PRIVATE CANDIDATES

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

These candidates will:

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

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

1. evaluate primary and secondary sources;
2. relate the topic to a theme in the syllabus;
3. place the topic in the wider historical context of the Unit; and,
4. synthesise the results of the research citing references in accordance with the conventions of the discipline.

This paper will be marked out of a total of 36 marks and will contribute 20 per cent to the overall assessment of the candidates' performance on the Unit.

## ◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 of the examination for the year in which they re-register. However, resit candidates may elect not to repeat the School-Based Assessment component of the examination provided they resit the examination no later than two years following the first attempt. Candidates may elect to carry forward their School-Based Assessment score on more than one occasion during the two years following the first sitting of the examination.

Resit candidates must be entered through a school, a recognised educational institution, or the Local Registrar's Office.

## ◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to paper and to Module, and percentage contribution of each paper to total score.

| <b>PAPERS</b>   | <b>Module 1</b> | <b>Module 2</b> | <b>Module 3</b> | <b>TOTAL</b> | <b>(%)</b>   |
|---|-----------------|-----------------|-----------------|--------------|--------------|
| <b>Paper 01</b><br>1 hour 30 minutes<br>(Multiple-choice)           | 15 (18)         | 15 (18)         | 15 (18)         | 45 (54)      | (30)         |
| <b>Paper 02</b><br>2 hours 40 minutes<br>(Document-based and Essay) | 30              | 30              | 30              | 90           | (50)         |
| <b>Paper 031 and 032</b><br>(Research Paper and Alternative Paper)  | 12              | 12              | 12              | 36           | (20)         |
| <b>TOTAL</b>  | <b>60</b>       | <b>60</b>       | <b>60</b>       | <b>180</b>   | <b>(100)</b> |

## ◆ ADDITIONAL BIBLIOGRAPHY

(To provide extra resources for Teachers. Note that books that already appear as resources for each Module are not repeated here)

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**Western Zone Office**  
**7 April 2017**

# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®  
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## HISTORY

### Specimen Papers and Mark Schemes/Keys

**Specimen Paper:** - Unit 1 Paper 01  
Unit 1 Paper 02  
Unit 2 Paper 01  
Unit 2 Paper 02

**Mark Scheme and Key:** - Unit 1 Paper 01  
Unit 1 Paper 02  
Unit 2 Paper 01  
Unit 2 Paper 02



TEST CODE **02127010**

**SPEC 2017/02127010**

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

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**SPECIMEN PAPER**

**MULTIPLE CHOICE QUESTIONS**

**HISTORY**

**UNIT 1 – Paper 01**

*1 hour 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

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

Sample Item

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

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

Sample Answer



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

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

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

GO ON TO THE NEXT PAGE

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

GO ON TO THE NEXT PAGE

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

GO ON TO THE NEXT PAGE



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

GO ON TO THE NEXT PAGE

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

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



TEST CODE **02127020**

**SPEC 2017/02127020**

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

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**SPECIMEN PAPER  
FOR  
HISTORY**

**UNIT 1 – Paper 02**

*2 hours 40 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. There are THREE sections in this paper ONE on EACH of the three modules.
2. Each section comprises TWO questions: ONE document-based question and ONE essay question.
3. There are SIX questions on this paper.
4. Answer THREE questions, ONE from EACH section.
5. You must answer ONE document-based question and TWO essay questions.
6. You are advised to take some time to read through the paper and plan your answers.

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

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## SECTION A: MODULE I

### Answer ONE question only from this section

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

#### DOCUMENT I

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

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

#### DOCUMENT II

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

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

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

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

**Total 30 marks**

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

**Total 30 marks**















## SECTION B: MODULE 2

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

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

### DOCUMENT I

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

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

### DOCUMENT II

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

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

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

**[12 marks]**

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

**[16 marks]**

**Total 30 marks**

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

**Total 30 marks**



Question No.

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**SECTION C: MODULE III****Answer ONE question only from this section**

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

**DOCUMENT I**

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

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

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

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

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

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

**Total 30 marks**

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

**Total 30 marks**







Question No.

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C A R I B B E A N   A D V A N C E D   P R O F I C I E N C Y   E X A M I N A T I O N S ®

HISTORY

UNIT 1 - PAPER 02

SPECIMEN PAPER

KEY AND MARK SCHEME

## SECTION A: MODULE I

### Question 1

(a) Reasons for decline

- **Diseases**

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

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

- **Encomienda**

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

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

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

- **Resistance**

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

Suicides, group suicides, infanticide

#### **Warfare**

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

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

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

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

The colonists/conquistadores used force as sport/genocide.

Torture and execution by Spaniards

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

***[6 marks]***

(b) Ways in which the Church contributed

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

They pacified the people

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

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

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

- **Christianisation of the Indigenous peoples**

Proselytization of the Indigenous Peoples

Destroyed temples of the Indigenous Peoples

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

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

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

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

Laws of Burgos were implemented

The passage of the New Laws of Burgos (1542)

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

Censorship of ideas and extension of the Spanish inquisition

Regulated the books which came into the colonies

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

Set up seminaries and universities

*Any THREE ways clearly explained, 3 marks each*

*Points partially elaborated, 2 marks each.*

*Points stated without elaboration, - 1 mark each*

*[9 marks]*

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

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



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

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

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

***[6 marks]***

(d) Effects on the way of life.

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

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

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

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

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

***[9 marks]***

## Question 2

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

### 1. Overview

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

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

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

### 3. Archaeological evidence of West African Presence

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

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

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

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

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

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

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

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

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

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

## **8. Botanical evidence**

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

## **9. Conclusion**

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

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

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

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

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

**[ 30 marks ]**



## SECTION B: MODULE II

## Question 3

(a)

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

*Two ways clearly explained - 1 marks each*

*[2 marks]*

(b)

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

*Any four points clearly discussed - 3 marks each*

*Points partially clear - 1-2 marks each*

*[12 marks]*

(c)

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

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

***[16 marks]***

#### Question 4

##### Overview

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

##### SALIENT POINTS:

##### Strong leadership

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

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

### **Favourable Conditions**

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

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

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

## SECTION C: MODULE III

## Question 5

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

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

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

**[6 marks]**

(b) Circumstances that prompted the appointment of the commission

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

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

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

***[9 marks]***

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

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

*Two reasons clearly explained – 3 marks each*

*Points partially clear – 2 mark each*

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

**[6 marks]**



(d) Reasons for funding for labour departments

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

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

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

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

***[9 marks]***

## Question 6

### Introduction

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

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

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

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

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

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

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

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

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

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

Some issues were:

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

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

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

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

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

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

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

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

**Conclusion**

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

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

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

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

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



TEST CODE **02227010**

**SPEC 2017/02227010**

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

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**HISTORY**

**SPECIMEN PAPER**

**Unit 2 – Paper 01**

*1 hour 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

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

Sample Item

One important result of the French Revolution was that

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

Sample Answer



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

---

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



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

GO ON TO THE NEXT PAGE

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

GO ON TO THE NEXT PAGE

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

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

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

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

**END OF TEST**

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

MASTER DATA SHEET FOR CAPE HISTORY UNIT 2 PAPER 01

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

TEST CODE **02227020**



**SPEC 2017/02227020**

**C A R I B B E A N E X A M I N A T I O N S C O U N C I L**  
**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**SPECIMEN PAPER**  
**FOR**  
**HISTORY**

**UNIT 2 – Paper 02**

*2 hours 40 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

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

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

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## SECTION A: MODULE I

### Answer ONE question only from this section

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

#### Document I

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

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

#### Document II

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

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

- (a) With reference to **Document I**, outline THREE factors that precipitated the conflict between Britain and her American colonies.  
[6 marks]
- (b) With reference to **Document I**, explain THREE factors that were responsible for the eventual victory of the Americans in their fight for independence.  
[9 marks]

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

**[6 marks]**

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

**[9 marks]**

**Total 30 marks.**

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

**Total 30 marks.**















## SECTION B: MODULE II

**Answer ONE question only from this section**

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

### Document I

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

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

### Document II

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

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

- (a) With reference to **Document I**, discuss THREE ways in which Britain benefited from its governance over India.  
**(9 marks)**
- (b) With reference to **Document I**, outline THREE ways in which Indians experienced oppression under British rule in the first half of the twentieth century.  
**(6 marks)**
- (c) With reference to **Document II**, explain TWO reasons why Nehru and Gandhi sought to offer resistance to British rule by peaceful means.  
**(6 marks)**
- (d) With reference to **Document II**, discuss THREE non-violent strategies used by Nehru and Gandhi in the achievement of Indian independence.  
**(9 marks)**

**Total 30 marks**

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

**Total 30 marks**















### SECTION C: MODULE III

#### Answer ONE question only from this section

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

#### Document I

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

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

#### Document II

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

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

#### Document III

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

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

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

**(9 marks)**

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

**(6 marks)**

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

**(9 marks)**

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

**(6 marks)**

**Total 30 marks**

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

**(15 Marks)**

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

**(15 Marks)**

**Total 30 marks**















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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

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

HISTORY

UNIT 2 – PAPER 2

SPECIMEN PAPER

KEY AND MARK SCHEME

**Question 1**

(a)

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

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

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

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

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

(c)

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

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

**Point stated with partial elaboration 2 marks**

**Point partially outlined, 1 mark each**

**(6 marks)**

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

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

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

**Point stated with partial elaboration 2 marks**

**Point stated without elaboration 1 mark**

**(9 marks)**

**(Total 30 marks)**

## Question 2

### Introduction

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

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

### Contributions of the Atlantic economies

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

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

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

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

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

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

- The Caribbean with its monocultural economy was pivotal to the British merchants' trade network and were a key element in the triangular trade.
5. **The Atlantic region provided ready markets or outlets for products of the Industrial Revolution.**
- Textiles were exported to Latin America
  - Manufactured goods were used in the trade of enslaved people; e.g guns, utensils, tools
6. **The Atlantic region as a principal source of commodities, especially from the Americas served as major inputs of the Industrial Revolution.**
- Raw materials such as cotton were provided for the textile mills by British North America and by the USA after 1776. Thus, cotton stimulated the textile industry.
  - Raw sugar sent from the Caribbean for refining developed the sugar refining industry in Britain
  - Raw materials were obtained from Chile (copper)
  - Canada, especially after 1763, provided wood for the ship-building industry
7. **The Atlantic trade served as a stimulus to related industries which complemented or fed into the Industrial revolution.**
- The industries which benefited from the capital garnered in the triangular trade became the sources of further stimulation of British industry.
  - Earnings from the industries were used to generate further capital.
  - This was also used for further expansion of the economy.
  - Ship building developed in response to the needs of the Atlantic trade.
  - Funds from the trade were used to build cotton factories.
8. **The capital earned from the triangular trade was invested in financial institutions which financed different industries.**
- Industries such as banking, insurance in England developed in response to the needs from the Atlantic trade.
  - Banks in Glasgow, Liverpool and Manchester were associated with trade in enslaved people and cotton.
  - These industries helped in the capital accumulation needed for the Industrial Revolution.

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

#### **Internal Factors**

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

14. **Scientific and technological developments**

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

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

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

16. **Britain's geographical location**

- Britain was an isolated economy

**Other contributing factors from other linkages**

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

**Conclusion**

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

An excellent response should discuss at least 5 points

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

[ 30 marks ]



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

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

*Any point(s) clearly discussed 3 marks*

*(9 marks)*

**(b) Ways in which Indians experienced oppression under British rule in first half of the twentieth century:-**

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

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

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

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

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

***(6 marks)***

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

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

**Any TWO reasons clearly explained - 3 marks each**  
**Point stated with partial elaboration - 2 marks**  
**Point stated without elaboration - 1 mark**

**(6 marks)**

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

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

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

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

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

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

***(6 marks)***

**Question 4****Introduction- Background**

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

**The rise of political parties.**

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

**Negative effects of World War 11.**

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

**The role of the Colonial Office.**

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

**Greater local representation.**

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

**The evils of colonialism.**

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

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

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

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

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

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

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

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

- Instrumental part of organisation of West African conferences aimed mainly at eradicating colonial rule.
- Forged strong links with George Padmore and W.E.B. Dubois
- Wanted all of Africa liberated from foreign rule.
- Nkrumah's philosophy of nonviolence inspired by Gandhi and the decolonisation movement in India,
- Philosophy of 'Positive Action' and 'Self Government now' Promoted a sense of immediacy.
- Strikes and demonstrations organised by Nkrumah succeeded in shutting down the country.
- 1848 Riots led the British Government to establish a commission of inquiry known as the Watson Commission to evaluate the high level of unrest in the colony and what measures could be instituted to ease the tension. The commission reported the people of Ghana needed a voice in government, as a result the government called for the first elections of the Gold Coast
- 1956 Nkrumah made the famous Motion of Destiny before asking the British to release the colony.

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

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

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

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

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

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

**Independence granted.**

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



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

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**[30 marks]**

**Question 5**

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

First: What is the African National Congress?

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

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

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

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

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

***[9 marks]***

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

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

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

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

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

***(6 marks)***

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

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

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

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

***Points partially clear - 1 mark***

***(9 marks)***

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

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

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

**(6 marks)**

**Question 6****INTRODUCTION**

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

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

**( 3 Marks )**

**(a) REASONS FOR ITS ESTABLISHMENT**

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

**(Any 4 reasons clearly developed)**

(12 marks)

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

- The narrow terms of reference

**The Terms of Reference**

The TRC was tasked to:

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

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

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

***Any FIVE points clearly discussed - 3 marks each***  
***Point stated with partial elaboration 2 marks***  
***Point stated without elaboration 1 mark***

**(15 Marks)**

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2004**

**HISTORY**



## HISTORY

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION MAY/JUNE 2004

#### DETAILED COMMENTS

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

#### PAPER 01- Short Responses that Test Coverage

#### Module 1

This Module focused on Indigenous Societies and their encounter with the Iberians.

#### Question 1

This question required candidates to explain two ways in which the agricultural activities were different for two groups of indigenous peoples from different categories listed in the syllabus. Some responses were fairly informed but too many neglected to explain the differences, listing them instead. Also, candidates provided general information about settlements and crops without contrasting them as required by the question. Candidates need to pay special attention to approaching questions requiring comparisons.

#### Question 2

This question asked for a description, with examples, of two types of evidence that support Nordic presence in the Americas in the pre-Columbian period. Many responses highlighted archaeological evidence, though not always with clear examples, and less included sagas and legends of Nordic explorations. Some candidates failed to differentiate between types of evidence and wrote at length about archaeological evidence and others incorrectly included evidence of African presence. This could suggest incomplete preparation of this topic in the syllabus.

#### Question 3

This question required four reasons why Spanish colonisation in the sixteenth century was successful despite the resistance of the indigenous Americans. Most of the response were well informed, reflecting good preparation for this aspect of the syllabus. Nonetheless, the fact that some candidates confused motives for colonisation with reasons for its success, indicates that candidates need to be more vigilant in reading questions.

## **Module 2**

This Module focused on the nature and decline of slave society.

### Question 4

This question asked for four reasons for the high mortality rate among enslaved Africans in the Caribbean during the eighteenth century. Several relevant reasons were provided, such as poor and inadequate diet, harsh treatment, contagious diseases, severe work regime and high infant mortality. However, some candidates were unfamiliar with the word “mortality” and misread the question and so included the conditions of the middle passage as well. The importance of carefully reading the question cannot be overemphasized.

### Question 5

This question required candidates to explain two reasons why either the British or the Spanish invaded St Domingue in 1793. Some responses reflected the concern about the spread of revolutionary ideology to other slave colonies and how St. Domingue would be a fine addition to the British empire. Few students understood Spain’s desire to regain the western end of Hispaniola or how intervention in St. Domingue provided the opportunity to settle old scores with France. Many of the responses indicate that this aspect of the Haitian revolution that relates to Touissant and other black leaders’ various dealings with other European powers has been neglected.

### Question 6

This question asked for an outline of four factors that undermined the sugar economy in some British Caribbean territories between 1776 and 1834. While there were several good responses that included the impact of the American War of Independence, poor estate management, soil exhaustion, growing competition and falling sugar prices, some students disregarded the time frame of the question and included issues after 1834 such as the Sugar Duties Act. Candidates are again encouraged to pay particular attention to dates in questions since they provide the context of the answer.

## **Module 3**

This Module focused on post-slavery adjustments and nation building.

### Question 7

This question required the candidates to outline four reasons for tensions between

the African and Portuguese communities in British Guiana during the nineteenth century. Some candidates were clearly familiar with relevant issues such as the competition for labour, cultural and racial tensions, as well as the conflict between the groups in retail business matters. However, some candidates disregarded the time frame and mentioned conflict over slave trading practices. Candidates are urged to focus on what is asked.

### Question 8

This question required students to explain two difficulties that hindered the development of independent Haiti up to 1826. Candidates were most familiar with the issues of political instability and international isolation while others mentioned social conflict between the blacks and mulattoes and the impact of the revolutionary war on the economic infrastructure. However, other candidates confused the time frame and included issues that related to the period before independence in 1804. It is clear that candidates need to be guided as to how to approach questions focusing on the relevant time frame.

### Question 9

This question asked for an outline of four reasons why the Revolutionary Government of Fidel Castro survived, despite the hostility of the United States of America. The responses were fairly well informed and the candidates emphasized Cuba's relationship with the Soviet Union and Castro's strong support among the masses who benefitted from social programmes. Others mentioned that the exodus of Castro's major opponents also aided his consolidation of power, as did strong controls against internal dissent.

## **PAPER 2 - Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of four short documentary extracts on the theme of Spanish settlements and Empire in the Americas, and the candidates were asked five questions(a-e) related to the theme as developed in these extracts. Many responses were fairly well informed with candidates demonstrating a good understanding of why Spaniards settled in the Americas and how the indigenous population resisted the Spanish presence. Since candidates still tend to list relevant formation without considered explanations, candidates are reminded that the CAPE level requires higher skills of analysis and explanation than at CSEC.

### Question 2

This question required an examination of the factors that assisted the development of advanced social and political structures of one mainland indigenous group in the Americas in the pre-Columbian period. This was a popular question but several of the answers were unfocused and descriptive, providing outlines of the achievements of the respective group, rather than explanations for the foundations of these advances. Very few responses discussed issues such as the availability of land resources, surplus agricultural production that allowed for specialization in labour and the development of social and political infrastructure, architecture, and large powerful armies that extended empire and enforced tribute collection. Essentially, candidates lacked an analytical approach and relied on listing information.

### Question 3

This question asked for an evaluation of the evidence of West African presence in the Americas in the pre-Columbian period. Generally, the responses were informed but not always sufficiently analytical. While it is clear that candidates have been exposed to relevant information, too many answers described the various pieces of evidence without any serious attempt to evaluate them. The importance of analytical skills cannot be over emphasized.

## **Module 2**

### Question 4

This question consisted of four short documentary extracts that focused on European abolition, and the candidates were asked five questions (a-e) on the respective themes in the documents. The responses suggested that candidates were fairly well informed on the economic criticism of slavery put forward by abolitionists, but were less prepared to handle the actual stages and process of the abolitionist movement in Britain. Accordingly, questions (c) and (d) attracted inadequate responses. Teachers should ensure that students approach this theme more analytically and thoroughly.

### Question 5

This question required the candidates to discuss the similarities and differences between the systems of labour that characterized the encomienda and European indentureship. Several of the responses were disappointing because candidates confused European and Indian indentureship and they failed to approach the question comparatively, tending to list the features of each system of labour. Candidates must give special attention to how to approach questions.

### Question 6

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to discuss the extent to which ineffective leadership may have been responsible for its failure. The problem of analysis and interpretation of the question surfaced again for several responses demonstrated knowledge of the course of events, but few addressed the core of the question that required a discussion of how the outcome may have been influenced by the leadership. One would have hoped that by this level, the candidates would have demonstrated better analytical skills.

### **Module 3**

### Question 7

This question consisted of four short documentary extracts on the peasantry in the British Caribbean, with five questions (a-e) related to the extracts. This was the most popular question and many candidates were familiar with the issues that influenced the emergence of the peasantry after 1838, though the answers to questions (c), dealing with the economic strategies of the peasant family, and (d), that referred to the governments' hostility towards the peasantry, were sometimes uninformed.

### Question 8

This question required the candidates to discuss the view that Indian immigration transformed Caribbean society and economy between 1845 and 1900. Generally, the candidates were better informed about the social impact of Indian immigration than the economic one. In keeping with comments above, one was struck by the extent to which candidates have not progressed beyond the CSEC level thereby providing information without demonstrating developed analytical skills. This is an area that candidates are urged to pay particular attention to.

### Question 9

This question asked for a discussion of the view that the efforts at political and economic integration in the British Caribbean between 1958 and 1980 had mixed results. The responses suggested more familiarity with the ill fated West Indies Federation between 1958 and 1962 than with the economic stages represented by CARIFTA and CARICOM. Even then, factors that undermined the West Indies Federation such as rivalry among political leaders, uneven economic and political development, disagreements about the powers of the federal government and disagreements about the freedom of movement were not properly explored. This reflects a general lack of full

syllabus coverage and candidates are reminded that the structure of the examination requires that they attempt questions from the three Modules.

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

### **PAPER 01- Short Responses that Test Coverage**

#### **Module 1**

This Module focused on interactions of the Atlantic World.

##### Question 1

This question asked for an outline of four factors that encouraged European settlements in the Americas up to 1763. There were several informed answers that indicated good familiarity with issues such as political and religious persecution, economic hardships in Europe, prospects of wealth, both agricultural and mineral. It is encouraging to see that candidates' horizons have been stretched beyond the narrow confines of the Caribbean in approaching this topic.

##### Question 2

This question required two explanations of the causes of the American Revolution. The answers were very mediocre with candidates failing to clearly explain another cause beyond the imposition of onerous taxation such as the Stamp Act. It is important that candidates be exposed to a broader perspective on this theme, appreciating that other issues such as the cost of defense in light of the decline of the French and Indian threat after 1763, British restrictive trade practices and restrictions on territorial expansion also weakened ties between the North American colonies and England.

##### Question 3

This question required an outline of four consequences of the French Revolution. There were good responses that highlighted the overthrow of absolutism, the abolition of slavery in the French colonies and the establishment of the republican form of government. Still, some responses focused on the causes or course of the revolution that suggests that the topic is not being fully covered. Candidates are reminded that full coverage of the syllabus is required.

## **Module 2**

This Module focused on issues of identity and industry in the Atlantic World.

### Question 4

This question required an outline of four factors that contributed to the economic transformation of the United States of America between 1865 and 1900. Several responses were focused and informed which strongly indicates that this part of the syllabus was covered.

### Question 5

This question asked for an outline of four arguments used in the late nineteenth century to justify the United States' acquisition of territory overseas. Some candidates failed to focus on overseas acquisition and wrote instead about Manifest Destiny and internal expansion in the nineteenth century. Candidates need to ensure that close attention is paid to the question asked.

### Question 6

This question required an explanation of two factors that led to the independence of either Venezuela or Brazil. Although there were good responses, particularly on Brazil, some students seemed unaware of the respective independence dates since they mentioned issues that were more relevant to the mid and later nineteenth century. This may well indicate that this theme in the syllabus is still neglected.

## **Module 3**

This Module focused on global conflict and liberation movements in the 20th century.

### Question 7

This question asked for an outline of two immediate consequences of World War 1. The responses focused primarily on the devastation caused by the war and the Treaty of Versailles. Few mentioned the emergence of Japan as an important imperial power in China and the Pacific or the emergence of the USA as a world power. Still, some candidates, either from misinterpreting the question or from ignorance, focused on the causes of World War 1. The importance of paying close attention to the question must be emphasised.

### Question 8

This question required the candidates to outline four strategies used by Mohandas (Mahatma) Gandhi in his campaign for Indian independence. Candidates were well prepared for this area, emphasizing his gospel of non-violence and acts of civil disobedience, his broadening of the base of the Indian National Congress Party and his opposition to communal hostilities. It is very encouraging to see that teachers and candidates are covering well this aspect of the syllabus that was not previously covered by the Cambridge 'A' Level syllabus.

### Question 9

This question asked for an outline of four features of the economies of the poorest nations in the South. Many of the responses were poor and unfocused, indicating that students were not well exposed to this aspect of the syllabus. Candidates are reminded that full coverage of the syllabus is required.

## **PAPER 2 - Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of four short documentary extracts on the theme of European settlement and rivalry in the Americas, and candidates were asked five questions(a-e) related to the theme as developed in these extracts. The responses were generally satisfactory. However, the responses to section (c) were often confused with some candidates writing about measures used by Spain to protect her monopoly instead of how Spain's rivals challenged this monopoly. Also the mediocre responses to (e) asking for comments on what the documents suggested about the nature of European rivalry in the Americas up to 1763 suggest that candidates have not analyzed the relevant details and ideas with which they are familiar. Candidates are reminded of the importance of analysis and context above the mere accumulation of information.

#### Question 2

This question required an essay assessing the impact of the Atlantic slave trade on West Africa up to 1800. This was a very popular question and several of the responses were quite competent, reflecting that candidates had been well exposed to the material. Nonetheless, since some essays were either descriptive or repetitious, without really assessing the points introduced, candidates are reminded to pay atten-



tion to how essay questions are approached.

### Question 3

This question asked the candidates to explain the political principles of the European Enlightenment. The candidates who attempted this question handled it reasonably well. However, some incorrectly concentrated on the impact of the ideas rather than on the principles underlying them. Candidates are reminded of the importance of proper essay writing skills.

## **Module 2**

### Question 4

This question consisted of four short documentary extracts on industrialization in the United States of America and the candidates were asked five questions (a-e) on the respective themes in the documents. While candidates were familiar with the material, few offered analytical answers and many paraphrased the extracts. Questions (b) and (e) that required more analytical answers were not well done. This could suggest that candidates are learning details without internalizing their significance. Therefore, candidates are encouraged to spend more time on the correct approach to document questions and on developing analytical skills.

### Question 5

This question required an essay that examined the impact of the Industrial Revolution in Britain on the Atlantic economy. Several responses were unfocused because candidates wrote about the impact of the industrial revolution in Britain and neglected its impact on the Atlantic economy. This strongly suggests either poor essay writing skills or that this part of the syllabus is inadequately covered. Again, candidates are reminded of the importance of covering the topics in the syllabus and in developing good essay writing skills.

### Question 6

This question asked the candidates to discuss the factors that influenced industrial development in either Venezuela or Brazil, from independence up to 1900. Brazil featured in most of the few responses, and too many of these neglected the time frame of the question, writing instead on the factors that led up to independence. It is clear that this part of the syllabus is still only partially covered and candidates are not being exposed to the post-independence developments.

## **Module 3**

### Question 7

This question consisted of four short documentary extracts on apartheid in South Africa, with five questions(a-e) related to the extracts. There were some well informed responses, but sections (c) and (d) were not well done because candidates did not know fully why the ANC adopted the armed struggle after 1960 and what was the ANC's attitude towards white South Africans. It is clear that candidates have to be more exposed to the core issues surrounding the struggle against apartheid.

### Question 8

This question required candidates to comment on the view that it was Lenin's leadership that was mainly responsible for the Bolsheviks' success in 1917. The responses were informed as to the details of the context of the revolution, but few weighed the relative factors and the examiners were left to assess the importance of Lenin's leadership. Again, candidates need to address the skills of essay writing.

### Question 9

This question asked for the students to comment on the view that Nazism triumphed in 1933 because German society was experiencing deep crises. This was a popular question and several of the candidates demonstrated that they had been exposed to some of the relevant information, but poor essay writing skills affected their performance. Accordingly, narrative and not analysis was more common.

## **Internal Assessment: Unit 1 and Unit 2**

### **Presentation of Paper**

There was continued improvement in the presentation of the research papers, with many of them being typed and therefore more reader friendly. Also, it is clear that candidates were properly guided in the use of footnotes and bibliography, though there were still instances where these important conventions of the historical method were not followed. Accordingly, candidates are reminded that the relevant requirements are clearly set out in the syllabus and a percentage of the total marks will be allocated to conforming to those requirements. The problem of an over-reliance on CSEC textbooks persists and candidates' are reminded that more recent publications that relate to various aspects of the syllabus are available. In this regard, it is the

responsibility of candidates to access school and other libraries that invest in resource materials and various recent publications.

Moreover, the use of primary materials are strongly encouraged. The length of the papers remained a problem, the result of unfocused introductions which contributed to the disregard for the word limit of between 1500 and 2000 words. These matters must be monitored as candidates must avoid rambling and descriptive papers. In addition, effective from the 2005 examination, a penalty of 10 per cent of the candidate's mark will be deducted from any paper that exceeds the word limit by more than ten per cent of the maximum word limit.

### **Content and Discussion**

Candidates and teachers also have the important task of ensuring that the topics for the research paper are **relevant to the themes in the syllabus**. Also, topics must not be too general and unfocused because candidates will be hard-pressed to stay within the word limit and to present well-structured papers. Still too many papers were descriptive and not sufficiently analytical and there was clear evidence that some projects were rushed. Nonetheless, many candidates deserve to be congratulated for displaying good research skills and teachers for providing good guidance.

### **Administrative Forms**

Most teachers submitted the relevant Record Cards: The Internal Assessment Mark Sheet and Moderation Form, as well as the Research Paper Cover Sheet which were completed in accordance with CXC requirements.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2005**

**HISTORY**

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## DETAILED COMMENTS

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

#### Paper 01- Short Responses that Test Coverage

##### Module 1

This module focused on Indigenous Societies and their encounter with the Iberians.

##### Question 1

This question required candidates to describe two features of the political system of either the Aztec, Inca or Maya. The responses were fairly informed and highlighted features such as extensive empires, large bureaucracies, tribute systems and theocracies.

##### Question 2

This question asked for two types of evidence that indicate the presence of Europeans in the Americas before Columbus arrived in 1492. Some candidates provided examples of evidence without categorizing them, such as physical (archaeological) or folklore (legends). Further, candidates wrote on the presence of Africans, suggesting that they were only partially prepared for this theme in the syllabus.

##### Question 3

This question required an explanation of two factors that contributed to the Spanish conquest of the Aztecs and the Incas in the sixteenth century. Several responses were generally well informed as to relevant issues such as superior weaponry, diseases and indecisive and divided leadership that weakened responses of the indigenous peoples. However, candidates lost marks because they included motives for the conquest or the methods used by the Spaniards to consolidate their domination in the post-conquest period.

##### Module 2

This module focused on the nature and decline of slave society.

##### Question 4

This question asked for three reasons why chattel slavery was more widely used than European indentureship in the English and French Caribbean in the second half of the seventeenth century. Several of the possible explanations were mentioned, such as the increased demand for labour in the context of expanding plantation agriculture, the permanence of chattel slavery over indentured contracts, the inability to compete

for indentured labour with other areas of settlement in the Americas, and African familiarity with tropical disease. However, some candidates confused European and Asian indentureship and teachers are encouraged to ensure that candidates pay close attention to the respective time lines for these two systems of indentureship.

#### Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to outline the objectives of the rebellion selected and give two reasons why the rebellion selected was eventually suppressed. Candidates were clear on the objectives, and there were some well informed responses as to the failure of the rebellion selected, such as superior military technology and resources, ethnic divisions among the enslaved peoples, divided leadership and inadequate planning. Nonetheless, some candidates neglected the structure of the questions, failing to identify a specific rebellion and wrote generally about slave rebellions.

#### Question 6

This question asked for two economic explanations as to why sugar planters in the older British Caribbean colonies experienced difficulties between 1800 and 1834. There were many disappointing responses as some candidates incorrectly focused on post-slavery economic problems, neglecting such issues as outdated agricultural techniques, natural disasters, soil exhaustion and competition from newer colonies. Teachers are reminded to encourage candidates to pay closer attention to dates in questions.

### **Module 3**

This Module focused on post-slavery adjustments and nation building.

#### Question 7

This question required the candidates to outline three contributions made by the black peasantry to the economic development of the Caribbean in the nineteenth century. This question was fairly well done and many candidates focused on the diversification of the economy, by way of the production of a variety of cash crops, the expansion of internal and inter-island marketing, the production of crops that reduced dependence on food imports, the utilization of land and the generation of employment opportunities beyond the plantations. Unfortunately, some candidates focused on the broader contributions of the peasantry to social development, schools, villages and churches which were irrelevant to the question.

#### Question 8

This question asked candidates to outline three ways by which employers exercised control over Indian indentured labourers in the Caribbean during the nineteenth century. The majority of responses correctly emphasized issues such as the withholding of low wages for minor offences, the use of the pass system to restrict mobility, the use of corporal punishment and the extension of indentureship for

infringements of the contract. Some candidates who were not sufficiently conversant with these issues wrote instead on the factors in India that promoted immigration and the social impact of Indians on their new societies.

### Question 9

This question required two explanations of issues that undermined the West Indies Federation by 1962. Generally, the answers were disappointing and neglected issues such as freedom of movement, insular jealousies and petty personal rivalries, uneven constitutional development and inadequate communication in the region.

## **Paper 02 - Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of three short documentary extracts on the theme of Spanish settlements in the Americas in the fifteenth and sixteenth centuries. The candidates were asked four questions (a-d) related to the theme as developed in these extracts. Some responses were fairly well informed with candidates demonstrating a good understanding of the issues raised by the extracts. However, some candidates failed to offer explanations [a (ii) and c] and instead listed possible relevant information. Teachers are reminded that higher levels of analysis and explanation are required at this level and candidates should be adequately exposed to how to approach document-based questions.

#### Question 2

This question asked for an essay which examined the different levels of achievement in agriculture among two indigenous groups from the respective categories in the syllabus before the arrival of the Europeans in 1492.

Too many responses were descriptive and not analytical and some of the candidates confused the respective groups. Further, some responses were unfocused, dealing with different aspects of the societies and neglecting their agricultural practices.

Others dealt with relevant aspects but did not develop their essays. Essentially, these candidates were familiar with the material but lacked an analytical approach. Accordingly, teachers are reminded that the CAPE syllabus requires skills of analysis, and a listing of information is insufficient.

#### Question 3

This question required candidates to assess the credibility of the evidence of West African presence in the Americas before the arrival of Columbus. Generally, the responses were informed and balanced, though levels of analysis were not consistent.

Accordingly, candidates knew the various sources of evidence of an African presence, but were challenged to assess their credibility.

## **Module 2**

### Question 4

This question consisted of three short documentary extracts that focused on the experiences of Africans during slavery, and the candidates were asked four questions (a–d) on the respective themes in the documents. The responses were mostly appropriate except for those for question (c). Most candidates simply gave the stereotypes in Document III and did not challenge them based on their study of the themes in the Module. For example, whereas that extract mentioned the “mental and physical indolence” of the enslaved, several of the male and female enslaved were highly skilled, and despite the cultural differences between African-born and Creole slaves, there was no basis for the suggestion in the document about their different “physique”. Further the existence of Creole-led rebellions in the 19th century challenged notions that Creole slaves were “ever cheerful, lighthearted and ready for a joke”. Clearly, candidates need to read the extracts more carefully and are to comment on the accuracy and significance of the extracts and not merely to repeat or paraphrase them. Essentially, teachers should ensure that candidates approach the documents more analytically.

### Question 5

This question required the candidates to assess the importance of the role of the enslaved in Haiti to the successful movement towards emancipation and independence in 1804. Several of the responses were disappointing as the candidates narrowly focused on the activities of the slaves (their commitment to freedom, the organizational basis of the revolt provided by voodoo and marronage, the bold leadership of Toussaint, Christopher and Dessalines), without weighing the importance of other factors that were crucial to the outcome. More balanced essays would have also addressed issues such as the division among the slave holding groups, the French abolition of slavery in 1793, the decimation of Leclerc’s troops by yellow fever and the support of mulatto regiments for independence. Candidates need to be exposed to the range of issues surrounding the themes in the syllabus and to be encouraged to be more analytical in their approach.

### Question 6

This question asked for an assessment of the strategies used by the British Abolitionists against the institution of slavery. It is clear from the responses that candidates were generally familiar with the issues related to the abolition process, but several did not provide a good assessment of the strategies used in the campaign in Britain. Either students did not pay sufficient attention to the question asked or were challenged to provide an assessment.



**Module 3**Question 7

This question consisted of three short documentary extracts on the Cuban Revolution with four questions (a-d) related to the extracts. The responses were generally informed but some of the responses suggested that candidates have not fully considered how the Revolution affected the relations between Cuba and the USA.

Question 8

This question required the candidates to select one of the three workers' rebellions listed in the syllabus and to discuss how the selected rebellion represented "a conflict between the old order and new circumstances", that is between the traditional structures inherited from slavery and the new expectations of the freed people. Generally, candidates neglected the stimulus statement and wrote about the causes and consequences of the respective rebellion, without manipulating the details to focus sharply on the question asked, though the narratives presented touched on some relevant issues. This raises again the issue of proper essay writing and analytical skills and teachers are encouraged to address this. Further, it is remarkable how candidates continue to confuse the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion.

Question 9

This question asked for an evaluation of the view that internal instability and external hostility undermined the new Haitian state between 1804 and 1825. The responses of the candidates focused more on internal issues such as political divisions and rivalry, the conflict between blacks and mulattoes and the destructive impact of the wars of independence, and did not address external isolation and hostility from slave owning countries and the indemnity that Haiti had to pay for France's recognition of her independence. Also, some candidates focused on the pre-1804 period, suggesting that the topic was not covered.

**Unit 2: The Atlantic World and Global Transformations****PAPER 01 - Short Responses that Test Coverage****Module 1**

This module focused on interactions of the Atlantic World

Question 1

This question was concerned with factors in Europe that encouraged migration to the Americas and factors in the Americas that attracted European immigrants up to 1763. The responses were fairly well informed. Candidates mentioned religious persecution, political upheavals and economic conditions in Europe that encouraged people to cross the Atlantic, drawn by the vast land resources in the Americas, the prospect of religious toleration and the presence of other resources such as fur, fish and timber, as well as the reports of mineral wealth.

Question 2

This question required two explanations as to why some West Africans supported the slave trade. Several answers highlighted the profit that African political and mercantile elites gained from the trade and how the trade facilitated territorial expansion and the expulsion of rivals. Some also mentioned that trading in slavery and slave trading existed in West Africa prior to the Atlantic connection. Generally, the answers reflected that this part of the syllabus was well covered.

Question 3

This question asked for an outline of three principles of the European Enlightenment. The responses were mixed. Some underlined the pre-eminence of reason, the rights of man, freedom of thought and the concept of equality before the law. A few offered no responses or provided irrelevant ones. While there is evidence that this theme is now better covered than formerly, there is still room for improvement and teachers are reminded that full coverage of the syllabus is required.

**Module 2**

This module focused on issues of identity and industry and the Atlantic World.

Question 4

This question asked for the outlining of three ways in which the Atlantic trade contributed to the Industrial Revolution in Britain. Many responses were focused

and informed and strongly indicate that this part of the syllabus was covered. The responses emphasized how the Atlantic trade was a source of raw materials such as cotton and sugar which fostered manufacturing and refining industries in Britain, as well as how the Atlantic trade provided important markets for industrial products such as textiles and metalware and stimulated the growth of the shipbuilding industry.

Question 5

This question asked for an outline of two factors that stimulated the growth of industry in the United States of America in the second half of the nineteenth century, and for an outline of one social or economic consequence of that growth. The responses were generally well informed and it is clear that the candidates were well prepared for this part of the syllabus. Among the points outlined for growth was the provision of cheap labour by European immigrants, the abundance of natural resources, inventions in science and technology and improvements in communication and transportation. Among the consequences was the growth of an urban working class, the decline of own account manufacturing and the rise of the factory system, the widespread use of child labour, as well as the presence of women in the factory work force and the emergence of big business.

### Question 6

This question required an outline of three factors that affected the economic development of either Brazil or Venezuela in the nineteenth century. There were good responses, particularly on Brazil, that highlighted significant overseas capital investments in railways, expansion in manufacturing and agriculture and the influx of European immigrants after the abolition of the slave trade. However, others incorrectly focused on the first two decades of the century, during the respective successful independence movements without looking at the post-independence period. Generally, it seems that this theme in the syllabus is still being neglected.

### **Module 3**

This module focused on global conflict and liberation movements in the 20th century.

### Question 7

This question asked for explanations of two factors that facilitated the Bolsheviks' rise to power in Russia in 1917. There were generally informed responses, indicating that this topic had been covered. However, some candidates wrote on the general background such as the political failings of the Czar, rather than the failures of the provisional government, and highlighted earlier conflicts such as the Russo-Japanese war, instead of focusing on the social and economic crisis in Russia in 1917. Teachers need to emphasize to candidates the importance of paying close attention to the time frame of the question asked and not to confuse related developments over an extended period of time.

### Question 8

This question required the candidates to explain two factors that favoured Adolf Hitler's attainment of political power in Germany in 1933. This question was generally well done. The most frequent factors mentioned were the weakness of the Weimar Republic, worsened by social and economic crises, the electoral appeal of Nazism in the context of hostility to the Versailles Treaty and Hitler's charismatic appeal to German pride after 1918.

### Question 9

This question asked for brief descriptions of three measures used by the apartheid government of South Africa after 1960 to suppress the African National Congress (ANC). There were some informed responses that highlighted the detention of ANC leaders, the outlawing of ANC and other radical organizations, the vicious suppression of protests and the attacks on ANC bases inside and outside of South Africa. However, too many candidates neglected the focus of the question and wrote generally on the tactics of suppression such as laws that reinforced apartheid. It is

vital that candidates pay close attention to the question.

## **Paper 02 - Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of three short documentary extracts on the theme of the French Revolution and the candidates were asked three questions (a–c) related to the theme as developed in these extracts. The responses were generally mixed and not as focused as one would have hoped from a familiar topic. The responses to section (a) suggested that candidates were not fully aware of the extent of the financial crisis that led the King in 1789 to summon the Estates General which had not met since 1614. Too many responses to section (b) listed, instead of explaining the grievances affecting the social groups, and too many candidates responded to section (c) without paying sufficient attention to the time period between 1789 and 1791. Essentially, the students' approach to the document questions indicate that while they are familiar with the relevant details and ideas, they have not analyzed their significance nor fully understand the context of the issues involved. When preparing candidates for the documents, teachers are reminded to stress analysis and context above the mere accumulation of information.

#### Question 2

This question required an essay explaining how imperial rivalries in the Americas contributed to wars between European powers during the period 1702 to 1763. For the most part, candidates were unaware of the relevant information and either wrote generally about rivalry or rehashed CSEC level information about privateers and illegal trading in the 17th century.

#### Question 3

This question asked the candidates to discuss the factors that led to the American Revolution of 1776. This was a very popular question and was fairly well handled. However, some candidates wrote very descriptive essays, especially listing the various taxes that provoked the ire of the colonists, without linking this issue to the broader principle of representation and governance.

### **Module 2**

#### Question 4

This question consisted of three short documentary extracts on the Atlantic causes of the Industrial Revolution in Britain and the candidates were asked three questions (a–c) on the respective themes in the documents. Candidates were familiar with the material and the responses to sections (a) and (c) were informed. However, the responses to section (b) were generally poor because several candidates literally interpreted the metaphor of “mine” and “riches” in Document II and wrote fancifully about the mineral wealth in Jamaica in the 18th century. Further, few candidates

seemed to have an understanding of the dynamic nature of the relationship between Britain and her colonies and so were unable to instance the two ways that Jamaica benefited from this link, that is, guaranteed markets for plantation products and security against external threats and internal slave rebellions. Teachers are encouraged to spend more time guiding candidates on how to approach the document questions and to ensure that candidates are exposed to the full dynamic of issues around mercantilism. Indeed, while Britain reaped the benefits of mercantilism, Caribbean planters also profited from the Atlantic connection.

#### Question 5

This question required an essay that explained the concept of Manifest Destiny and a discussion of how this concept influenced the United States of America's foreign policy in continental North America and the Caribbean and Latin America up to 1917. The responses were fairly satisfactory and most set out the essence of the concept. However, responses were generally weaker on discussing continental examples, perhaps reflecting the reliance on related CSEC themes. Teachers are reminded of the importance of developing good essay writing skills and to cover the syllabus fully.

#### Question 6

This question asked the candidates, with reference to either Brazil or Venezuela, to assess the claim that Latin American independence movements were influenced by European ideas and political developments, as well as by new circumstances in the Americas. As is customary in this theme, Brazil featured in most of the few responses and many were familiar with the European-based developments that assisted the independence movements. However, candidates were alarmingly ignorant of the new circumstances in the Americas, such as the Munroe Doctrine, the British trading interest in Brazil and the influence of the independence movement in Spanish America, that assisted as well. The distinct impression is created that students are still not exposed to this topic, and even when they are, they are not considering the broad dynamics of the issues.

### **Module 3**

#### Question 7

This question consisted of three short documentary extracts on the Russian Revolution, with four questions (a-d) related to the extracts. While some candidates handled the material fairly well and were informed, others demonstrated a disturbingly high degree of unfamiliarity with the issues in sections (c) and (d) that dealt with how the Bolsheviks consolidated their power after October 1917 and their victory over the anti-Bolshevik White Army.

#### Question 8

This question required an essay discussion of the view that the peace in Europe in 1914 was shattered by divisive alliances, radical nationalism and bitter rivalries. Several of the responses were disappointing because although candidates were familiar with how the alliance systems and the nationalism in the Balkans led to the

outbreak of the war in 1914, few effectively dealt with how economic, naval and political rivalries heightened tension and fueled a distrustful climate at the time.

### Question 9

This question asked for an assessment of the role that Mohandas (Mahatma) Gandhi played in the Indian independence movement. Some responses were generally informed with some candidates properly linking Gandhi's philosophy and activities to the broadening of the base of the independence movement and inspiring greater support for the movement within and outside of India. However, others tended to describe his activities without underscoring their significance to the success of the independence movement. Further, some of the responses focused too much on Gandhi's personal biography, particularly his early life in South Africa.

### **Internal Assessment, Unit 1 and Unit 2**

#### **Presentation of Paper**

There was continued improvement in the presentation of the research papers, with more doing typed papers, though this is not a requirement. Also, candidates made a fair effort to explore a variety of topics, especially in Unit 1. This is understandable since there is greater familiarity with the themes in this Unit and research materials are more readily available. Importantly, teachers are to be commended for properly guiding candidates in the use of footnotes and bibliography which are important conventions of the historical method. However, in some instances, these were disregarded and teachers are warned that students will be severely penalized for **plagiarism**. Also, some candidates neglected to follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. In this regard, the teachers are reminded that it is important that the candidates are encouraged to pay close attention to such important research skills. Although there is still evidence that too many candidates rely on CSEC textbooks, it is heartening to see that they are being exposed to recent publications that are more appropriate to the CAPE level. School libraries must be encouraged to invest in resource materials and various recent publications. There is still a problem, though less pronounced, with the length of the papers, some of which had unfocused introductions which contributed to the disregard for the word limit of between 1500 and 2000 words. The teachers are strongly encouraged to provide guidance in this matter so as to guard against long, rambling and unfocused papers. Additionally, candidates will incur a penalty for papers that exceed the prescribed word limit.

#### **Content and Discussion**

One of the important tasks of the teachers is ensuring that the topics for the research paper are relevant to the syllabus and are manageable. Candidates should be encouraged to avoid topics with broad chronological periods which make it difficult to keep within the word limit and present well-structured papers. Many candidates deserve to be congratulated for displaying fine research skills and teachers are to be congratulated for their guidance. However, some projects were too descriptive, rushed and contained sweeping and unsubstantiated generalizations.

### **Administrative Forms**

The relevant Record of Marks for Internal Assessment and Moderation Form, as well as the Research Paper Cover Sheets were generally completed in accordance with CXC's requirements.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2006**

**HISTORY**

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## **HISTORY**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**

**MAY/JUNE 2006**

#### **GENERAL COMMENTS**

The format of the Examination in CAPE History is similar for both Unit 1 and Unit 2.

Paper 01 in each unit consisted of nine short-answer questions, three on each Module. The questions were intended to assess the range of content covered by the syllabus, and questions were set on each theme. Candidates were expected to answer all nine questions. This paper was worth 30 per cent of the candidates' overall grade.

Paper 02, on the other hand, emphasized depth of coverage. Three questions were set on each Module, one of which required candidates to analyse extracts from a set of documents related to one of the themes in the Module. The other two questions were extended essays. Both the document-analysis and the essay questions required well-developed and clearly reasoned responses. Candidates were required to choose three questions, one from each Module. They were required to respond to one document analysis and two essay questions.

Paper 03, was the internal assessment component. Candidates were required to complete a research paper on a topic of their choice from within the syllabus.

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

##### **Paper 1- Short Responses that Test Coverage**

###### **Module 1**

This Module focused on Indigenous Societies and their encounter with the Iberians.

###### Question 1

This question required candidates to outline two ways in which the economic activities of two groups of indigenous peoples from different categories listed in the syllabus were similar, and two ways in which they were different. Several responses were informed, but too many either neglected to choose from different categories or confused economic activities with social or political aspects of the respective groups. It is clear that teachers need to impress on the candidates that they have to build on whatever information they gathered on these societies at the CSEC level.

###### Question 2

This question asked for an explanation of three factors that encouraged Portuguese and Spanish activities in West Africa before 1492. Several responses were informed, highlighting factors such as official backing for exploration, the maritime revolution, trade in gold and slaves and the spread of Christianity. However, some candidates simply listed the factors without explanation and lost marks. Others confused the Portuguese and Spanish activity in West Africa before 1492 with the Atlantic slave trade, suggesting that this topic is not being properly covered. Teachers are encouraged to utilize appropriate texts that provide relevant information on the Atlantic developments before Columbus voyages to the Americas.

### Question 3

This question required three descriptions of ways in which the indigenous peoples were affected by Spanish settlements in the Caribbean up to 1600. Most of the responses were well informed, highlighting such factors as the spread of European diseases, plants and animals, cultural transformation and political subjugation. It is clear that there is good preparation for this aspect of the syllabus.

## **Module 2**

This Module focused on the character and dismantlement of slave systems.

### Question 4

This question asked for three factors that contributed to the high mortality rate among enslaved peoples on sugar plantations in the Caribbean during the eighteenth century. Several relevant factors were provided, such as poor and inadequate diet, harsh treatment, contagious diseases, severe work regime and high infant mortality. However, some candidates misread the question and so included the conditions of the middle passage as well. Teachers cannot overemphasize the importance of carefully reading the question.

### Question 5

This question required candidates to explain two objectives of General Leclerc's expedition to St. Domingue/Haiti in 1802, and to suggest two reasons why Leclerc's expedition failed. Overall, the responses were disappointing and indicated that this aspect of the topic was not being properly covered, although a specific objective in the syllabus is on the process by which Haiti achieved independence. Teachers must approach the topic in greater depth as it is insufficient to concentrate on the slave revolt in 1791 and not the war for independence.

### Question 6

This question asked for a brief description of three strategies used by the abolitionists in Britain between 1790 and 1833 to bring about the legislative dismantlement of slavery. There were several good responses that included the formation of societies which launched propaganda campaigns, parliamentary pressure, mass mobilizations and petitions and the switch from gradualism after 1830. Some candidates confused abolitionists' arguments against slavery with their strategies to end it.

## **Module 3**

This Module focused on post-slavery adjustments and nation building.

### Question 7

This question required the candidates to select one of the three workers' rebellions listed in the syllabus and to explain three of the issues that provoked the protest selected. The 1865 Morant Bay (Jamaica) rebellion was the popular choice and the candidates highlighted several factors, such as the lack of access to land, injustice in the courts, government neglect of peoples' sufferings and callous responses to their petitions. However, alarmingly, candidates still confused the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion and seem to have no appreciation of the different time lines involved, one taking place during enslavement, and the other over thirty years after slave emancipation in 1834. This is a recurring problem with this topic and teachers are encouraged again to ensure that this sort of confusion is avoided. Meanwhile, the responses on the 1876 Confederation Riots (Barbados) and on the 1862 Labour Protest (St. Vincent) were well informed.

### Question 8

This question asked candidates to outline three factors that undermined Haiti's development between 1804 and 1825. Candidates were most familiar with factors such as political instability, international isolation, social conflict between the black and mulattoes and the destruction of the economic infrastructure during the revolutionary war. However, as has happened in the past with this topic, some candidates confused the time frame and included factors that related to the period before independence in 1804. Again, candidates need guidance on how to approach questions and to focus on the relevant time frame.

### Question 9

This question asked for three explanations for Cuba's socialist transformation by 1970. The responses were fairly well informed, emphasizing the United States hostility towards Cuba by way of the trade embargo, the Bay of Pigs invasion, and the isolation of Cuba from the OAS, as well as Cuba's relationship with the Soviet Union, the growing influence of the Cuban communist party and Castro's agrarian and social reforms. Some candidates, however, incorrectly focused on the factors that brought Castro to power than on those mentioned above. This strongly suggests that the topic is not fully covered. Teachers are reminded that the structure of the examination requires that the syllabus be covered.

## **Paper 2- Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of three short documentary extracts on the theme of Spanish settlements in the Caribbean up to 1600 and the candidates were asked four questions(a-d) related to the theme as developed in these extracts. Many responses were fairly well informed with candidates demonstrating a good understanding of the demographic impact of Spanish settlements on the indigenous population and the enslaved Africans up to 1600. However, candidates still tend to list relevant information without considered explanations. Teachers are reminded that the CAPE level requires higher skills of analysis and explanation than at CSEC and candidates need help in acquiring skills to extend their thinking and extrapolate knowledge appropriately.

#### Question 2

This question required a discussion of the factors that assisted the development of an advanced society of any ONE mainland indigenous group in the Americas in the pre-Columbian period. Several of the answers were unfocused and descriptive, providing outlines of the achievements of the respective group, rather than discussing the factors that brought about the advanced societies. The good responses discussed issues such as the availability of land resources, surplus agricultural production that allowed for specialization in labour and more complex societies, the use of state religion to enforce obedience of subject peoples and large armies that extended empire and enforced tribute collection. Essentially, candidates lacked an analytical approach and relied on listing information.

### Question 3

This question asked for an examination of the evidence for Nordic and West African presence in the Americas before 1492. Generally, the responses were informed but not always sufficiently analytical. Candidates have been exposed to relevant information, but candidates tended to describe the various pieces of evidence without evaluating them. At this level, the importance of analytical skills cannot be over-emphasized and once candidates are exposed to divergent views on this theme, they will be better able to critique the evidence presented, rather than to simply regurgitate points as some of them did.

## **Module 2**

### Question 4

This question consisted of three short documentary extracts that focused on the economic cultures of enslaved peoples and the candidates were asked four questions (a-d) on the respective themes in the documents. The responses suggested that candidates are generally informed on this topic. However, some still approach the document questions as if they were exercises in comprehension and not stimulus materials to elicit informed commentary. Accordingly, questions (a) and (c) attracted inadequate responses. Teachers should ensure that candidates approach the document questions more analytically.

### Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to explain why the rebellion selected was suppressed. There were some well informed responses that stressed factors such as superior military technology and resources, ethnic divisions among slaves, divided leadership and inadequate planning. However, some candidates incorrectly outlined the context of the rebellion selected and others confused aspects of other rebellions, and others still confused the Jamaica rebellion of 1831-1832 with the Morant Bay rebellion in 1865. Further, several responses demonstrated knowledge of the course of events, but were not sufficiently analytical. More analysis and discussion must be encouraged.

### Question 6

This question required candidates to assess the view that economic decline of the plantation system in colonies which became British before 1793 was a major factor leading up to the abolition of slavery in the British Caribbean in 1834. The issue of analysis and interpretation of the question surfaced again for several responses described the economic decline of the plantations and failed to address the core of the question that required an assessment of the relative weight of the economic argument over others, such as the humanitarian factor, parliamentary reform and slave revolts, as the cause of the abolition of slavery. Candidates must demonstrate better analytical and essay writing skills.

## **Module 3**

### Question 7

This question consisted of three short documentary extracts on the experiences of immigrants in the Caribbean in the nineteenth century with three questions (a-c) related to the extracts. Many candidates were familiar with the issues in questions (a) and (b), but seemed not able to comment analytically on them, while the uninformed responses to question (c) strongly suggest that candidates are still relying on prior CSEC knowledge of this topic without deepening their understanding by more in-depth reading.

### Question 8

This question required the candidates to discuss the factors that assisted the rise of the peasantry in the post-slavery Caribbean up to 1900. This question was fairly well done with candidates pointing to the importance of provision growing and marketing, the rise of free villages and a general desire for autonomy as factors that aided the peasantry. Several answers included the importance of Indian peasantry as well. Some candidates seemed determined to focus instead on the impact of the peasantry and others disregarded the time frame of the questions and so wrote about more contemporary peasant developments.

### Question 9

This question asked for an explanation as to why the movement towards political integration in the British Caribbean after 1945 did not achieve its objectives. Though the objectives of the West Indies Federation between 1958 and 1962 were not always mentioned, the responses suggested some familiarity with the factors that undermined it, though they were only superficially discussed. Inexplicably, some candidates also focused on integration developments since the 1970s. This strongly suggests that the syllabus is not being covered evenly and teachers are reminded that candidates are required to attempt questions from the three Modules.

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

### **Paper 1- Short Responses that Test Coverage**

#### **Module 1**

This Module focused on interactions of the Atlantic World.

### Question 1

This question asked for an outline of three effects of the Atlantic trade on West Africa up to 1800. Most responses were quite competent, reflecting that candidates had been well exposed to the material. However, for inexplicable reasons, some candidates confused West Africa and the West Indies. Teachers need to ensure that candidates pay close attention to the question asked.

### Question 2

This question required three explanations of the effects of the American War of Independence on the Caribbean up to 1789. The answers were mediocre, with candidates emphasizing the disruption of trade and the severe subsistence crisis for the enslaved. It is important that candidates be exposed to a broader perspective on this theme, appreciating that other issues such as the capture of territories by the British and French, the arrival of freed blacks who accompanied loyalists to the Caribbean, particularly to the Bahamas, the restriction of trade between the British Caribbean and the new Republic because of mercantilism.

### Question 3

This question asked candidates to describe three effects of the French Revolution on the Atlantic region up to 1799. There were some good responses, and the impact on Haiti was well known. However, candidates did not know the wider impact on Western Europe, Latin America and the Caribbean. Accordingly, issues such as the influence of creole nationalism in Latin America, and the French Revolutionary wars in Europe and the Caribbean were not generally competently handled.

## **Module 2**

This Module focused on issues of identity and industry in the Atlantic World.

### Question 4

This question asked for an outline of three factors that stimulated economic growth in the United States of America in the second half of the nineteenth century. Several responses were reasonably informed, mentioning the abundance of raw materials, technological innovations, expanding markets for manufactured goods and a large and growing labour supply. It is clear that this topic is being well covered. Still, a few candidates confused the time period and so teachers are reminded to encourage candidates pay close attention to the time frame of the question asked.

### Question 5

This question asked for an explanation of two principles underlying the concept of Manifest Destiny and a brief outline of one situation in the continental United States where the concept was applied. Candidates persist in confusing internal expansion in the United States in the nineteenth century with expansion in the Caribbean in the twentieth century. Teachers need to ensure that this topic is approached with greater clarity and depth as some candidates were hard-pressed to instance a situation where the principle of Manifest Destiny was applied.

### Question 6

This question required an outline of three factors that facilitated independence in either Venezuela or Brazil. Although there were good responses, particularly on Brazil, some candidates disregarded the time frame of the respective independence movements and included factors that were more relevant to later in the nineteenth century. This may well indicate that this theme in the syllabus is still neglected, and teachers are reminded that coverage of the syllabus is vital if the candidates are to do well.

## **Module 3**

This Module focused on global conflict and liberation movements in the 20th century.

### Question 7

This question asked for three reasons for the outbreak of war in Europe in 1914. The responses were generally informed and highlighted the assassination of Archduke Ferdinand, the inflexible alliance systems, the international rivalries among the European states for markets and trade and increased militarism among European states. Still, some candidates, either from misinterpreting the question or from ignorance, focused on World War II.

### Question 8

This question asked candidates to explain three factors that contributed to the fall of the Provisional Government in Russia in October 1917. There were several good responses, indicating that this topic had been covered. However, some candidates wrote on the political failings of the Czar, rather than those of the provisional government, and highlighted earlier conflicts such as the Russo-Japanese war, instead of focusing on the social and economic crisis in 1917. Again, candidates need to answer the questions asked and to arrive at clear time frames for issues in the topics.

### Question 9

This question required the candidates to briefly describe three ways in which the activities of Mohandas (Mahatma) Gandhi assisted the movement for the independence of India. Several candidates provided good responses and appreciated how Gandhi's gospel of non-violence and acts of civil disobedience, as well as his personal asceticism inspired international support, thereby weakening British rule, and how his opposition to communal hostilities broadened the base of the Indian National Congress Party.

## **Paper 2- Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of three short documentary extracts on the theme of European settlements in the Americas in the seventeenth century and candidates were asked four questions(a-d) related to the theme as developed in these extracts. The responses were generally satisfactory. However, the responses to sections (b) and (d) were often confused as some candidates confused settlements in the sixteenth and seventeenth centuries. Accordingly, the experiences of the conquistadores were included even though the questions dealt with non-Hispanic settlers in the seventeenth century. Further, candidates tended to paraphrase the extracts or listed relevant information without offering explanations as was required. Teachers are reminded that higher levels of analysis and explanation are required at this level and analysis and context are to be stressed above the mere accumulation of information.

#### Question 2

This question required an essay examining the significance for the Atlantic World of the political ideas of the European Enlightenment. Although this was not a very popular question, some of the responses suggest that candidates had been exposed to the relevant material, though they were sometimes hard pressed to demonstrate how they had impacted on the Atlantic World. The responses tended to be either descriptive or repetitious, without really developing the points. Candidates need more guidance as to how to approach essay questions.

#### Question 3

This question asked the candidates to discuss the view that severe social and economic crises led to the French Revolution in 1789. This was a very popular question and the candidates generally handled it reasonably well. Indeed, there were some outstanding answers that were very well informed and lucidly written.

### **Module 2**

#### Question 4

This question consisted of three short documentary extracts on industrialization and economic growth in the United States of America in the nineteenth century and the candidates were asked four questions(a-d) on the respective themes in the documents. Candidates were familiar with the material for (a) and (b), though the responses were not always analytical and some paraphrased the extracts. Questions (c) and (d) were not well done and the responses strongly suggested that either this aspect of the topic was not covered fully, or candidates are learning details without thinking about their significance. It is clear that candidates need more guidance as to how to approach the document questions and in developing analytical skills.

### Question 5

This question required an essay that discussed the view that some of the important causes of the Industrial Revolution in England can be traced to the Atlantic economy. Several responses were unfocused as candidates either wrote about the internal factors in England that contributed to the industrial revolution in England, or its internal impact, and failed to discuss the extent to which the Atlantic economy contributed. These incorrect approaches may have resulted from either poor essay writing skills or from the fact that this part of the syllabus is inadequately covered or incorrectly taught.

### Question 6

This question asked the candidates to discuss the factors that influenced the pace of economic development in EITHER Brazil or Venezuela in the post-independence period up to 1900. Brazil featured in most of the few responses, and several neglected the time frame of the question, writing instead on the factors that led up to independence. It is clear this part of the syllabus is still only partially covered and candidates are not being exposed to the post-independence developments.

## **Module 3**

### Question 7

This question consisted of three short documentary extracts on apartheid in South Africa, with four questions(a-d) related to the extracts. There were some well informed responses, but sections (b) and (c) were unevenly done as candidates did not fully appreciate why the ANC adopted the armed struggle after 1960 and how it developed strategic alliances with other groupings, such as trade unions, student and women organizations after 1960. This strongly suggests that candidates have to be exposed more to the core issues around the struggle against apartheid after 1948.

### Question 8

This question required candidates to discuss the ways in which Adolf Hitler's administration was characterized by repression and anti-Semitism. This was a popular question and several of the candidates demonstrated that they had been exposed to some of the relevant information, particularly the systematic persecution of various social groups, including the Jews. While there were some very good answers, some candidates showed poor essay writing skills, relying on narrative and not analysis. Others provided unfocused essays and spent too much time on the factors that brought Hitler to power and not on how he governed.

### Question 9

This question asked the candidates to weigh the extent to which World War II was caused by the aggressive policies of Germany, Italy and Japan. Several responses were limited to Hitler's expansionist policies and his rejection of the terms of the Treaty of Versailles and the weaknesses and limitations of the mechanisms to prevent war. There was little discussion on the aggression of Italy and Japan. It is likely that teachers are hard pressed to fully cover this topic which is at the end of the syllabus. Still, teachers and candidates are reminded that the structure of the examination require full coverage and candidates have to be encouraged to read beyond the materials used in the classroom.



## Paper 03

### Internal Assessment, Unit 1 and Unit 2

#### Presentation of Paper

There was continued improvement in the presentation of the research papers. Many candidates were properly guided in the use of footnotes and bibliographical references. However, there are still instances where these important conventions of the historical method were either not followed or were improperly done, and candidates are severely penalized for **plagiarism**. Also, some candidates neglected to follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. In this regard, the teachers are reminded that it is important that the candidates are encouraged to pay close attention to such important research skills. These requirements are clearly set out in the syllabus.

The problem of an over-reliance on CSEC textbooks is a recurring one. It is necessary for candidates to be exposed to more recent and higher level publications that relate to various aspects of the syllabus. This is important for candidates to develop appropriate analytical skills. Wherever possible and relevant, the use of primary materials is strongly encouraged.

The length of the papers remains a concern. Whereas in the past unfocused introductions contributed to papers over the word limit of between 1500 and 2000 words, some candidates now fall short of the minimum number of words.

#### Content and Discussion

Many candidates demonstrated good research skills and analytical approaches to their topics. However, some projects were too descriptive, appeared rushed and contained sweeping and unsubstantiated generalizations.

One of the important tasks of the teachers is to ensure that the topics for the research paper are **relevant to the syllabus** and are manageable.

Second, topics must not be specific and focused so that candidates will not be hard pressed to stay within the word limit and to present well-structured papers. Still, too many papers were descriptive and not sufficiently analytical and there was clear evidence that some projects were rushed.

#### Administrative Forms

Most teachers submitted the relevant administrative forms in accordance with CXC's requirements.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2007**

**HISTORY**

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**HISTORY**  
**CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**

**MAY/JUNE 2007**

**GENERAL COMMENTS**

The format of the Examination in CAPE History is similar for both Unit 1 and Unit 2.

Paper 01 in each unit consisted of nine short-answer questions, three on each Module. The questions were intended to assess the range of content covered by the syllabus, and questions were set on each theme. Candidates were expected to answer all nine questions. This paper was worth 30 per cent of the candidates' overall grade.

Paper 02, on the other hand, emphasized depth of coverage. Three questions were set on each Module, one of which required candidates to analyse extracts from a set of documents related to one of the themes in the Module. The other two questions were extended essays. Both the document analysis and the essay questions required well-developed and clearly reasoned responses. Candidates were required to choose three questions, one from each Module. They were required to respond to one document analysis and two essay questions. This paper contributed 50 per cent to the candidates' overall grade.

Paper 03, was the internal assessment component. Candidates were required to complete a research paper on a topic of their choice from within the syllabus. This paper contributed 20 per cent to the candidates' overall grade.

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

Paper 1- Short Responses that Test Coverage

**Module 1**

This Module focused on Indigenous Societies and their encounter with the Iberians.

Question 1

This question required candidates to describe two economic features of either the Kalinago, Taino or Tupi, and to outline two features of the political system of the group selected. The first part was adequately answered but candidates were more familiar with the Tainos than the Kalinagos and knew very little about the Tupi. The second part of the question was more challenging as candidates confused respective groups with each other and often provided information relevant to their societies and economies than their political systems, suggesting too much reliance on the sometimes faulty memory of CSEC preparation.

Question 2

This question asked for one example each of three different types of evidence that indicated the presence of Africans in the Americas before Columbus' arrival in 1492. Generally, candidates provided examples of evidence without categorizing them, suggesting that a more analytical approach is required for this part of the syllabus.

Question 3

This question required an explanation of two factors that contributed to the Spanish conquest of Mexico and Peru by 1550. Several responses were generally well informed as to relevant issues such as superior weaponry, diseases, internal dissensions and indecisive leadership that weakened the response of the indigenous peoples. However, too many candidates incorrectly focused exclusively on the motives for the Spaniards coming to the Americas, suggesting that candidates are focusing on selected aspects of the syllabus only.

**Module 2**

This Module focused on the nature and decline of slave society.

Question 4

This question asked for a discussion of two reasons why chattel slavery replaced European indentureship in the Caribbean during the second half of the seventeenth century. Several of the possible explanations were mentioned, such as the permanence of chattel slavery over indentured contracts; the demand for labour of the expanding plantations; the inability to compete for indentured labour with other areas of settlement in the Americas; and African familiarity with tropical disease. However, candidates still confused European and Asian indentureship. Teachers must ensure that candidates understand the respective time lines for these two systems of indentureship.

Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to outline three reasons why the rebellion failed. There were some well informed responses as to the failure of the rebellion selected, such as superior military technology and resources, ethnic divisions among the enslaved peoples, divided leadership and inadequate planning. Nonetheless, far too many candidates confused the 1831 rebellion in Jamaica with the Morant Bay rebellion. The recurrence of this error is cause for concern.

Question 6

This question asked for a description of two strategies employed by the British movement for the abolition of the slave trade in its campaign against the trade, and also to outline the main provisions of the 1807 Abolition Act. There were many disappointing responses as some candidates incorrectly focused on the amelioration and apprenticeship periods or confused the

reasons for abolition of the trade with the strategies employed. Also, ignorance of the provisions of the Act was appalling, given the commemoration in 2007 of the bicentenary of the passing of the Act. Candidates are reminded to differentiate between various stages of the abolition movement, and to be aware of the relevant important details.

### Module 3

This Module focused on post-slavery adjustments and nation building.

#### Question 7

This question required the candidates to give two reasons for the introduction of Indian indentured labour in the Caribbean after 1838 and to outline two hardships encountered by the Indian indentured labourers on Caribbean sugar plantations in the nineteenth century. This question was fairly well done, especially the second part of the question. However, too many responses to the first part presented reasons for Indians leaving India instead of stating the conditions in the Caribbean that encouraged their introduction after 1838.

#### Question 8

This question asked candidates to explain two ways in which Cuban foreign policy affected CARICOM member states between 1973 and 1983. Very few responses focused on how the establishment of diplomatic links between Cuba and CARICOM affected relations with the USA in the context of the Cold War, as well as how Cuba's close links with selected CARICOM states led to tensions with other CARICOM states which pursued different foreign policies to those of Cuba. Also, few candidates were aware of how some territories benefited from the influx of trained Cuban professionals and technical resources, and from access to professional training in Cuba for students mainly from Grenada, Jamaica and Guyana. Far too many candidates demonstrated very poor knowledge of this aspect of the theme and they are reminded that coverage of the syllabus is important.

#### Question 9

This question required candidates to briefly describe three changes that Department status brought to the French Caribbean territories in 1946. Generally, the answers neglected relevant issues such as freedom of movement between the departments and metropolitan France; the allocation of more public funds to overseas departments (per capita) than any other part of France; the introduction of the French social security system that led to higher standards of living and more social benefits; and, the equal enjoyment of political rights as other French citizens.

## **Paper 02- Structured Document Questions and Extended Essays**

### Module 1

#### Question 1

This question consisted of three short documentary extracts on the theme of Spanish settlement and conquest in the New World. The candidates were asked three questions (a-c) related to the

theme as developed in these extracts. The responses on the changes that occurred in the society and economy of Hispaniola by 1600 were fairly well informed with candidates demonstrating a good understanding of the issues involved. However, some candidates failed to offer informed commentary on factors that enabled Cortes to re-enter the Aztec capital in May, 1521, suggesting that the topic is being approached without any analysis of dynamic turning points. Also candidates were uninformed on how the *encomiendas* were acquired. Candidates are reminded that higher levels of analysis and explanation are required at this level and they should be adequately prepared to respond to document-based questions.

### Question 2

This question asked for an essay which examined the similarities and the differences between the agricultural practices of two indigenous groups from the respective categories in the syllabus before their contact with the Europeans in 1492. Too many responses were descriptive and not analytical and some of the candidates confused the respective groups. Further, some responses were unfocused, dealing with different aspects of the societies and neglecting their agricultural practices. Others dealt with relevant aspects but did not develop their essays. Essentially, these candidates were familiar with the material but lacked an analytical approach. Candidates are again reminded that they must demonstrate skills of analysis and that a listing of information is insufficient.

### Question 3

This question required candidates to discuss the claims that Nordic and West African peoples came to the Americas before Columbus. Generally, the responses were informed and some were sufficiently balanced and questioned the merit of the evidence. However, the levels of analysis were inconsistent.

## **Module 2**

### Question 4

This question consisted of three short documentary extracts that focused on the British Abolition Movement and the candidates were asked three questions (a-c) on the respective themes in the documents. The responses were mixed, with those to questions (a) and (b) most disappointing. Far too many candidates confused the arguments for the abolition of the slave trade with those for the end of slavery itself. Also candidates seemed not to appreciate fully the factors that prompted Abolitionists to shift from a gradual approach to an emphasis on immediate abolition. Clearly, candidates need to read the extracts more carefully and are reminded that reliance on memory from CSEC History will not suffice. More reading and careful study of this theme in the syllabus is required.

### Question 5

This question required the candidates to explain why the Caribbean slave populations on sugar plantations generally did not increase by natural means. Several of the responses were informed and well argued. Some, however, tended to focus exclusively on the actions of the enslaved people and neglected to address issues that were inherent in the plantation regime such as back-breaking work, inadequate diet and widespread disease that also affected mortality rates.

### Question 6

This question required the candidates to discuss the statement that Haitian independence in 1804 resulted from a combination of favourable circumstances and bold military campaigns. While candidates appreciated the importance of the role of the enslaved in Haiti in the successful movement towards independence in 1804, several responses were narrowly focused on the bold leadership of Toussaint, Christophe and Dessalines, without weighing the importance of other factors that were crucial to the outcome. More balanced essays also addressed the French abolition of slavery in 1793, the decimation of Leclerc's troops by yellow fever and the support of mulatto regiments for independence. Candidates need to be exposed to the range of issues surrounding the themes in the syllabus and to be encouraged to be more analytical in their approach.

### Module 3

#### Question 7

This question consisted of three short documentary extracts on the economic activities of the freed people in the British Caribbean up to 1900 with three questions (a-c) related to the extracts. The responses were generally informed but some candidates simply repeated the stereotypes contained in Document II. Candidates need to read the extracts more carefully and are to comment on the accuracy and significance of the extracts and not merely to repeat or paraphrase them.

#### Question 8

This question asked for a discussion of the view that the first two decades of Haiti's independence were marked by instability at home and antagonism from abroad. The responses of the candidates focused more on internal issues such as political divisions and rivalry; the conflict between blacks and mulattoes; and, the destructive impact of the wars of independence. The responses did not address external isolation and hostility from slave-owning countries and the indemnity that Haiti had to pay for France's recognition of its independence. Also, some candidates focused on the pre-1804 period, suggesting that the topic may not have been covered.

#### Question 9

This question required a discussion of the factors that led Fidel Castro's nationalist movement in 1959 to move steadily towards communism by 1970. Several answers incorrectly focused on why Castro came to power and few demonstrated a grasp of the processes that propelled Cuba toward communism by 1970. There was appreciation of the impact of the USA's antagonism towards Castro's policies and the growing reliance on the Soviet Union for trade and political support. In general, the responses were uninformed which raises again the issue of insufficient coverage of the syllabus.

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

### **Paper 1- Short Responses that Test Coverage**

#### **Module 1**

This Module focused on interactions of the Atlantic World.

#### Question 1

This question was concerned with the factors in Europe that encouraged European settlements in the Americas and the factors in the Americas that attracted European settlement during the seventeenth century. There were fairly well informed responses giving factors such as religious persecution; political upheavals and economic conditions in Europe that encouraged people to cross the Atlantic, drawn by the vast land resources in the Americas; the prospect of religious toleration; and, the presence of other resources such as fur, fish and timber, as well as the reports of mineral wealth. However, some candidates confused the time period and focused incorrectly on Spanish settlement in the Caribbean in the 16th century. This could also indicate that candidates are still narrowing their focus to the Caribbean and not the Americas as is required by the syllabus.

### Question 2

This question asked for three brief explanations of the political ideas of the eighteenth century European Enlightenment. The responses were mixed: some were focused and a few offered no responses or provided irrelevant ones. While there is evidence that this theme is now better covered than formerly, there is still room for improvement and candidates are reminded that full coverage of the syllabus is required.

### Question 3

This question asked for an outline of one factor that led to the outbreak of the French Revolution and an outline of two consequences of the Revolution up to 1799. Most candidates identified a relevant issue that caused the outbreak in 1789, but too many candidates were challenged to correctly identify two consequences.

## **Module 2**

This Module focused on issues of identity and industry in the Atlantic World.

### Question 4

This question asked for explanations of three ways in which the Atlantic economy contributed to the Industrial Revolution in Britain. There were several focused and informed responses that emphasized the Atlantic as a source of raw materials such as cotton and sugar which fostered manufacturing and refining industries in Britain. The Atlantic also provided markets for industrial products such as textiles and metal ware, and the economy stimulated the growth of Britain's shipbuilding industry.

### Question 5

This question asked for an outline of three factors that encouraged rapid industrial growth in the United States of America between 1865 and 1900. The responses were generally well informed and it is clear that the candidates were well prepared for this part of the syllabus. Among the points outlined was the provision of cheap labour by European immigrants; the abundance of natural resources; inventions in science and technology; and, improvements in communication and transportation.

### Question 6

This question required a brief discussion of three factors that influenced national development in either Brazil or Venezuela in the post-independence period up to 1900. There were good responses, particularly on Brazil that highlighted significant overseas capital investments in railways, expansion in manufacturing and agriculture, political stability and the influx of European immigrants after the abolition of the slave trade. However, others incorrectly focused on the first two decades of the century, during the respective successful independence movements, underscoring that this part of the syllabus is still being covered selectively and partially.



### Module 3

This Module focused on global conflict and liberation movements in the 20th century.

#### Question 7

This question asked for three measures that were adopted by the Bolsheviks in Russia between 1917 and 1924 to consolidate their power. Generally, the responses were disappointing as too many candidates focused on issues that facilitated the Bolsheviks' rise to power in Russia in 1917, neglecting how they then consolidated that power up to 1924 by way of agrarian reform; the nationalization of banks and cancellation of Tsarist debts; the execution of the royal family and suppression of political opposition; the defeat of the counter-revolutionary forces (white Russians); and, the end to the participation in World War 1. It must be emphasized that candidates should pay close attention to the time frame of the question asked and not confuse related developments over an extended period of time, and to cover this theme fully.

#### Question 8

This question required the candidates to discuss three factors that plunged Europe into a World War in 1914. This question was generally fairly well done as candidates highlighted factors such as the rigid alliance systems; radical nationalism in the Balkans; and, economic, naval and political rivalries.

#### Question 9

This question asked for an outline of two domestic strategies that were utilized by the African National Congress (ANC) in South Africa in the struggle against apartheid and for an outline of one international strategy that the ANC utilized in the struggle against apartheid. There were some good answers that highlighted various constitutional methods, the use of armed struggle at home and the mobilization of the international community.

### **Paper 2- Structured Document Questions and Extended Essays**

### Module 1

#### Question 1

This question consisted of three short documentary extracts on the theme of the American War of Independence and the candidates were asked three questions (a-c) related to the theme as developed in these extracts. The responses were generally mixed and not focused and some candidates paraphrased the extracts rather than address the issues. Essentially, the candidates' approach to the document questions indicated that while they were familiar with some relevant details and ideas, they were unable to analyze the significance of these in the given context. When preparing for the documents, candidates are reminded of the need for analysis and to pay attention to context.

#### Question 2

This question required an essay assessing the impact of the Atlantic trade on West African economy and society up to 1800. This was a very popular question and was fairly well done. However, some candidates wrote descriptive essays that lacked assessment and analysis.

Question 3

This question asked the students to discuss the factors that contributed to rivalry among European countries in the Americas up to 1800. Most candidates were unaware of the relevant information and either wrote generally about rivalry or rehashed CSEC level information about privateers and illegal trading in the 17<sup>th</sup> century.

**Module 2**Question 4

This question consisted of three short documentary extracts on Manifest Destiny and Imperial identity in the United States of America up to 1917, and the candidates were asked three questions (a-c) on the respective themes in the documents. Candidates were familiar with the material and the responses to sections (a) and (b) were generally informed. However, the responses to section (c) were generally poor, surprisingly so, since the growth of the USA presence in the Caribbean up to 1917 and the importance of the Panama Canal to the USA after 1902 are standard to the CSEC syllabus.

Question 5

This question required an essay that examined the impact of the British Industrial Revolution on the economy of the Americas. The responses were generally unsatisfactory. Some candidates even reversed the question and wrote on the impact of the Americas on the Industrial revolution in Britain.

Question 6

This question asked the candidates to discuss the factors that led to the independence of either Brazil or Venezuela. As is customary in this theme, Brazil featured in the few responses and many candidates were familiar with the European-based developments that assisted the independence movements. However, candidates neglected factors in the Americas such as the Munroe Doctrine and the influence of the independence movement in Spanish America.

**Module 3**Question 7

This question consisted of three short documentary extracts on Nazism in Germany up to 1945, with three questions (a-c) related to the extracts. While some candidates handled the material fairly well and were informed, others were unfamiliar with the issues in section (c) that dealt with how the Nazis implemented their political philosophy. This strongly suggests the recurrent problem of full coverage of the syllabus and the accumulation of information without an appreciation of its context.

Question 8

This question required an essay discussion of the view that the causes of World War II maybe founded in the Treaty of Versailles which ended World War I. Several of the responses were unbalanced since although candidates were familiar with how German aggression was influenced by a desire to overturn the punitive and humiliating aspects of the Versailles Treaty, the essays failed to address factors such as the failure of the policy of appeasement and the inadequacy of the League of Nations to control defiant states.

Question 9

This question asked for an examination of the role of Mohandas (Mahatma) Gandhi in the movement for Indian independence. Some responses were well informed with some properly linking Gandhi's philosophy and activities to the broadening of the base of the independence movement and inspiring greater support for the movement within and outside of India. However, others tended to describe his activities without underscoring their significance to the success of the independence movement. Further, some of the responses focused too much on Gandhi's personal biography, particularly his early life in South Africa.

**Paper 03****Internal Assessment, Units 1 and 2.****Presentation of Paper**

There was improvement in the presentation of the research papers, with more candidates presenting typed papers, though this is not a requirement. Candidates also made a fair effort to explore a variety of topics, especially in Unit 1 with the more familiar themes and easily available materials.

While some teachers properly guided candidates in the use of footnotes and bibliography which are important conventions of the historical method, some candidates demonstrated little or no knowledge of referencing practices. Teachers are also reminded that candidates will be severely penalized for plagiarism.

Some candidates neglected to follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. As far as the use of sources is concerned, too many candidates are still relying on CSEC textbooks, though a few candidates used recent publications that are more appropriate to the CAPE level. It is vital that candidates have access to resource materials and recent publications.

The length of the research papers continues to pose a concern. Some papers had unfocused introductions which contributed to a disregard for the word limit of between 1500 and 2000 words. Teachers should provide guidance in this matter so as to guard against long, rambling and unfocused papers.

**Content and Discussion**

Teachers must ensure that the topics for the research papers are relevant to the syllabus and are manageable. Candidates should be encouraged to avoid topics with long chronological periods which present difficulties for staying within the word limit and being well-structured papers.

Although some projects were too descriptive and contained sweeping and unsubstantiated generalizations, many candidates demonstrated good research skills.

**Administrative Forms**

The relevant Record of Marks forms, the Moderation of Internal Assessment forms, as well as the Research Paper Cover Sheets were generally completed in accordance with CXC's requirements.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2008**

**HISTORY  
(TRINIDAD AND TOBAGO)**

**HISTORY****CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2008****GENERAL COMMENTS**

The format of the Examination in CAPE History is similar for both Unit 1 and Unit 2.

Paper 01 in each unit consisted of nine short-answer questions, three on each Module. The questions were intended to assess the range of content covered by the syllabus, and questions were set on each theme. Candidates were expected to answer all nine questions. This paper was worth 30 percent of the candidates' overall grade.

Paper 02 emphasized depth of coverage. Three questions were set on each Module, one of which required candidates to analyse extracts from a set of documents related to one of the themes in the Module. The other two questions were extended essays. Both the document analysis and the essay questions required well-developed and clearly reasoned responses. Candidates were required to answer three questions, one from each Module. They were required to respond to one document based question and two essay questions. This paper contributed 50 per cent to the candidates' overall grade.

Paper 03 was the Internal Assessment component. Candidates were required to complete a research paper on a topic of their choice from within the syllabus. This paper contributed 20 per cent to the candidates' overall grade.

**DETAILED COMMENTS****UNIT 1: The Caribbean in the Atlantic World****PAPER 01 – Short Responses that test coverage****Module 1**Question 1

This question related to the methods used by the Spanish to protect their settlements and trade in the Caribbean from 1492 to 1600. The responses to this question were for the most part satisfactory. Some candidates misinterpreted the question and wrote about the Spanish protecting their settlements from Amerindians rather than other European powers. A few candidates also referred to the Spanish Armada which did not relate to the question.

Question 2

In this question candidates knew the reasons why the Spanish settlements were attacked. However, some candidates had difficulties identifying reasons in relation to the time period in question.

Question 3

This question dealt with the Spanish conquest of the Aztecs and Incas. It was well done by most candidates and no challenges could be identified.

## **Module 2**

### Question 4

This question asked for reasons why the enslaved people did not increase by natural means and candidates gave good responses. Mention was made of diseases, malnutrition, and gynaecological resistance by women, infant mortality and harsh labour regimes. Some candidates erroneously wrote about the Amerindians rather than the enslaved African population.

### Question 5

This question was on the Maroons and candidates were well aware of Maroon communities cultivating their own food, building isolated communities in mountainous areas and raiding plantations in order to survive. Teachers are advised to note the fortification of Maroon towns, the signing of peace treaties and the creation of innovative cuisine.

### Question 6

This question dealt with the British and French emancipation movements. Candidates were knowledgeable about the strategies used by abolitionists to dismantle the system of slavery. However, Part (a) of the question proved challenging. Candidates concentrated on the Haitian Revolution, failing to link it to its contribution to emancipation. Teachers need to emphasise the ways in which revolts, for example, damaged property and created instability which the metropole found unnerving. Revolts brought the persecution of the missionaries into sharp focus. Revolts raised the idea of emancipation from below, something that was abhorred by the plantocracy. In short, revolts made the system of slavery difficult, and perhaps ungovernable.

## **Module 3**

### Question 7

This question required the contributions made by the peasants to the economy of the Caribbean. Candidates wrote extensively on the diversification of crops, the establishment of cooperative ventures and job creation by peace units. Too few candidates actually mentioned the specific diversified crops introduced or expanded by the peasantry.

### Question 8

This question dealt with the difficulties faced by Haiti from 1804 to 1826. The division of the country between blacks and coloureds, political instability, the trade embargo and the destruction of the infrastructure were the factors often cited by the candidates. Candidates did not address the division of estates and the decline in sugar output. They could have focussed on the isolation of Haiti by the international community. In addition, there was always a threat of invasion looming over Haiti.

### Question 9

This question addressed the policies of Fidel Castro which resulted in tension between Cuba and the USA between 1959 and 1965. Candidates expressed clearly Castro's seizure and nationalisation of US corporations. They also understood the issue of land reform policies. However, candidates showed limited knowledge of the impact of the Soviet Union's decision to place missiles on Cuban soil and the export of the revolution to Latin America.

**UNIT 1****PAPER 02: Document Based and Extended Essay Questions****Module 1**Question 1

This question consisted of three short extracts on Spanish settlement in the Americas in the fifteenth and sixteenth centuries and candidates were asked questions related to the theme. The responses to this question were largely satisfactory.

Parts (a) and (b) (ii) were widely known and candidates were able to express their responses reasonably well.

Parts (b) (i) and (d) seemed to have been challenging as candidates, for the most part, were unable to present acceptable responses. Candidates were unable to see the Catholic Church as an agent of the state which assisted in conquest and subjugation of the indigenous people. In addition, the church was involved in censorship of books, building schools and converting the indigenous people. Candidates were required to explain these points fully and most could not develop them.

Question 2

This question was very popular and related to the presence of Nordic and West African people in the Americas in the pre-Columbian period. The candidates were well prepared knew the evidence for both the Nordic presence and the West African presence but were unable to make comparisons of the evidence as the question required. Some candidates, in their exuberance, gave information on the influence of Egyptian culture on Mesoamerica. The question required the evidence about West Africa.

Question 3

This question addressed the political and economic organisation of the indigenous peoples in the Americas and was well done by most candidates. They were familiar with the requirements of the question. However, some candidates were unable to separate the social system from the political and economic. Teachers are advised to assist candidates in to making the distinction between the social, political and economic systems of the indigenous peoples.

**Module 2**Question 4

This question consisted of three short extracts on the abolition of the trans-Atlantic trade in Africans and candidates were asked questions related to the theme. This question was a popular one. Candidates wrote quite well about the inhumanity and injustice of the trans-Atlantic trade in Africans. Perhaps this was as a result of their exposure to the topic at the CSEC level. Candidates experienced some difficulty in explaining how the end of the trade would result in a loss of property in Britain. Some candidates focused their attention on how abolition affected the planters rather than Britain. Candidates should have focused on the shipping industry and its effects on employment of sailors, the drop in manufactures (guns, cloth), and the decline in the importance of ports like Liverpool and Glasgow.

Question 5

This question was related to the Haitian revolution and, on the whole, it was well done by the candidates who attempted it. Candidates were generally knowledgeable on the role of leadership as a main factor in the success of the Haitian Revolution. However, some responses were more of a narration of the events than a detailed discussion of the factors that led to the success of the revolution.

Question 6

This question required a comparison between chattel slavery and European Indenturship and it was not a popular question. Generally, candidates were knowledgeable about the nature of chattel slavery and European indentureship. However, some candidates had difficulty making the comparison between the two systems. The overall approach was not a balanced one. Teachers need to provide opportunities for candidates to write essays which require comparative analysis of data. It is clear that this is a weakness of candidates throughout the region.

**Module 3**Question 7

This question consisted of three short extracts and related questions on the integration movement and they attracted some good responses. Candidates were familiar with the major reasons for the demise of the federation, especially the impact of the withdrawal of Jamaica. The provisions and objectives of the Treaty of Chaguramas posed some difficulties for candidates. The answers tended to focus on social interaction instead of institutions that reflected true integration, such as University of the West Indies and the Caribbean Examinations Council.

Question 8

This document-based question on labour protests attracted a large number of responses. The Morant Bay rebellion was the most popular of the labour rebellions. Candidates highlighted the majority of the causes such as injustices in the society, economic hardships, drought conditions, lack of political representation and the role of Governor Eyrc. However, too many candidates made the fundamental error of constantly referring to the black population as slaves and as such mentioned issues which existed in slavery. In addition, some candidates included information related to the Sam Sharp rebellion and the Haitian Revolution.

Teachers must find creative ways to help candidates to understand the importance of time periods, for example, the sixteenth century and the corresponding years (1500 – 1599). Some candidates had no understanding of these time periods and the major events and issues that occurred at the time.

Question 9

The question on Fidel Castro's rise to political power in Cuba did not attract a large number of candidates. Candidates were well prepared for the factors that led to the rise of Fidel Castro but some did not understand the focus of the question on the July 26 Movement. Some candidates misinterpreted the USA/Cuba rebellion, implying that the USA assisted Cuba. In addition, most candidates adopted a narrative approach instead of a critical analysis of the evidence.



**PAPER 01 – Short Responses that Test Coverage****Module 1**Question 1

This question dealt with the Spanish settlement in Americas up to 1625. This question was widely known. However, too many candidates concentrated on the resistance of the Kalinagos. It must be noted that the Lesser Antilles did not possess large amounts of precious metals and they were far from the main trade and shipping routes.

Question 2

This question dealt with the effects of the American Revolution on the British Caribbean and it was poorly done by some candidates. Candidates could have mentioned the food shortages created for the enslaved population, malnutrition and starvation, the disruption of trade in salted meats, rice and lumber, the loss of the Caribbean rum market.

Question 3

This was a popular question on the European Enlightenment and it was well known by most candidates. However some candidates confused the ideas of the Enlightenment with the Renaissance and some candidates discussed events of the French Revolution.

**Module 2**Question 4

This question was on the Industrial Revolution in the U.S.A. and it generally well handled by most candidates who appeared familiar with the content. A few candidates tended to repeat the same points in different words.

Question 5

This question asked for ways in which the Atlantic economies contributed to the British Industrial Revolution. Most candidates focused on the area of profits accumulated by Britain. The use of capital to finance the trade was widely acknowledged. Some candidates tended to suggest that slave labour was used in the factories of England. They also had difficulty in explaining how the trade contributed to the shipping industry.

Question 6

This question required the reasons for the US intervention in Latin America and the Caribbean up to 1917 and was well done by most candidates. However, some responses tended to focus on US expansion into Latin America by way of Mexico and Venezuela, largely ignoring the Caribbean. A few candidates wrote about America's Westward expansion, completely missing the focus of the question.

**Module 3**Question 7

This question required the factors that led to the Russian Revolution of 1917. The weakness of the provisional government and the economic distress caused by Russia's involvement in World War I were well known. Candidates had little knowledge of the breakdown of the old social structure. Generally, the responses were satisfactory.

Question 8

Candidates seemed to have had a satisfactory grasp of all areas of this question which addressed Mahatma Gandhi's role in the Indian Independence movement. Gandhi's civil disobedience and non-violence campaign were the areas most widely known.

Question 9

This question which asked for measures used to suppress the African Congress (ANC) in South Africa attracted satisfactory responses from most candidates. The imprisonment of Nelson Mandela and the banning of the ANC were areas well known. Candidates did not explore the policy of encouraging black rivals to the ANC, such as the Zulus.

**UNIT 2: The Atlantic World and Global Transformation****PAPER 02- Document-Based Questions and Extended Essay Questions****Module 1**Question 1

This document-based question on European settlement and rivalry in the Americas up to 1800 did not attract many candidates. Parts (a) (ii) and (c) (ii) were well done. Candidates were not aware that France and Britain were rivals as they desired to build an empire in the Americas and, furthermore, by destroying the plantations in Martinique and Guadeloupe, Britain was destroying competition from France.

Question 2

This question on the trans-Atlantic trade in Africans attracted many candidates and it was done fairly well. The adverse socio-economic consequences of the trans-Atlantic trade in Africans was well known but the benefits to the Haitians were not known. Candidates did not explore how African rulers accumulated benefits or gained power to start or stop the trade at will and had leverage in negotiating terms of trade.

Question 3

This was a popular question with most candidates and addressed the French Revolution of 1789. The socio-economic problems leading to the French Revolution were well known. However, the role of royal ineffectiveness was often overlooked or addressed in a limited manner. Candidates failed to emphasize Louis XVI's mishandling of the meeting of the Estates General, and the dismissal of Necker and Turgot, both of whom had stirred some hope of financial reform.

## Module 2

### Question 4

This document-based question was on the Industrial Revolution in Britain. Part (a) of the question appeared to be familiar to most candidates as they were able to identify and link the benefits of the slave trade to Britain's industrial and economic growth. However, Part (b) was poorly done. Candidates seemed unfamiliar with the Navigation Acts and the effects of these Acts on the mercantilist system.

### Question 5

This question was on the Industrial Revolution in America and was not a popular choice with most candidates. However, the candidates who attempted it were quite knowledgeable on the economic and technological benefits of the revolution. Many candidates did not demonstrate sufficient knowledge and awareness of the political and social effects of the Industrial Revolution in the USA. Candidates could have explored the role of immigrants, migration of workers from the South, the rise of the city bosses, the emergence of trade unions and the role of industrialization in accelerating westward expansion and closing the frontier by 1900.

### Question 6

This question tested candidates' understanding of the independence movements in Brazil and Venezuela. Candidates were quite comfortable with the question on Brazil. Few attempted the question on Venezuelan independence. A familiar weakness was the way in which candidates wrote generally about Brazil without linking the facts to an analysis of the impact of the transference of the royal court on achieving independence. Teachers are advised to explore the role of regional rebellions in Brazil and events in Portugal that led to the break with Portugal by Brazil.

## Module 3

### Question 7

This document-based question was on the Russian Revolution and well done by the candidates who attempted it. The economic problems and the unbearable difficulties that led to the outbreak of the Russian Revolution were well known. Candidates seemed unfamiliar with the New Economic Policy and its effect on the Russian economy. For example, agrarian production was boosted by permitting the peasants some freedom, industrial production was restored and some capitalistic policies were tolerated.

### Question 8

This question dealt with the outbreak of World War 1 and was well done by most candidates. The alliances, the assassination of Arch Duke Ferdinand and the arms were well known by the candidates. However, the ideological revolution in the late nineteenth century proved difficulty for some candidates. Teachers are advised to use timelines to explain the sequence of events leading up to World War I.

### Question 9

This question related to the work of Mohandas Mahatma Gandhi and was well done by most candidates who attempted it. It is clear that they were well prepared. The better answers not only discussed Gandhi's work, but examined the contribution of other nationalists such as Nehru.

### **PAPER 03 - Internal Assessment, Unit 1 and Unit 2**

#### **Presentation of Paper**

There was continued improvement in the presentation of the research papers. Several papers were typed in double space which made them more reader friendly. Also, many candidates properly used footnotes and bibliographical references and candidates demonstrated an understanding of the wider historical context of the topics that they investigated.

However, there are still instances where these important conventions of the historical method such as the use of endnotes/footnotes and a bibliography, were either not followed or were improperly done. Also, some candidates did not follow the convention of presenting a research project with an introduction, a conclusion and a bibliography. Teachers should encourage candidates to pay attention to these important research skills. These requirements are clearly set out in the syllabus and the teachers are reminded that it is their responsibility to guide the candidates in their use. Additionally, teachers are reminded that candidates will be severely penalized for **plagiarism** and candidates must be warned against "cut and paste" projects which access to the internet, unfortunately, encourages. This is a serious issue that has to be addressed early as too many candidates arrive at tertiary level institutions and claim ignorance of the malpractice.

It is the responsibility of teachers to wean candidates from the CSEC literature and to expose candidates to higher level publications so that the candidates will develop the analytical skills and be more aware of the content required for the CAPE level. Accordingly, teachers have to encourage respective schools to expand the holdings of their libraries.

The length of the papers remains a problem for some candidates who either include rambling and unfocused introductions that push papers over the word limit of between 1500 and 2000 words, or present minimal efforts.

#### **Content and Discussion**

Many candidates deserve congratulations for demonstrating good research skills and analytical approaches to their topics and their teachers deserve commendations for their guidance. However, there is still room for improvement and teachers' guidance is crucial as some projects were too descriptive, rushed and contained sweeping and unsubstantiated generalizations.

The teachers have the task of ensuring that the topics for the research paper are **relevant to the syllabus** and since the syllabus has clearly stated objectives candidates have no excuse for choosing topics extraneous to the syllabus. Topics must be specific and focused so that candidates will not be hard pressed to stay within the word limit and to present well-structured papers. Still too many papers were descriptive and not sufficiently analytical and there was clear evidence that some projects were rushed.

#### **Administrative Forms**

Most teachers submitted the relevant documentation in accordance with CXC's requirements.

#### **Recommendations**

On the whole, most candidates had some knowledge of the requirements of the examination. However, there is still room for improvement. Some attention should be paid to the following areas:

- (a) Structured reading exercises
- (b) Supervised research
- (c) Use of resource materials, such as documentaries on the American Revolution
- (d) Time lines involved in most historical events
- (e) Practice in answering document-based questions
- (f) Developing a sense of historical time period
- (g) Greater use of primary sources which could improve analytical skills
- (h) Concept mapping

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2008**

**HISTORY  
(REGION EXCLUDING TRINIDAD AND TOBAGO)**

## **HISTORY**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**

**MAY/JUNE 2008**

#### **GENERAL COMMENTS**

The format of the Examination in CAPE History is similar for both Unit 1 and 2.

Paper 01 in each Unit consisted of nine short-answer questions, three on each Module. The questions were intended to assess the range of content covered by the syllabus, and questions were set on each theme. Candidates were expected to answer all nine questions. This paper was worth 30 per cent of the candidates' overall grade.

Paper 02, on the other hand, emphasized depth of coverage. Three questions were set on each Module, one of which required candidates to analyse extracts from a set of documents related to one of the themes in the Module. The other two questions were extended essays. Both the document analysis and the essay questions required well-developed and clearly reasoned responses. Candidates were required to choose three questions, one from each Module. They were required to respond to one document analysis and two essay questions. This paper contributed 50 per cent to the candidates' overall grade.

Paper 03, was the Internal Assessment component. Candidates were required to complete a research paper on a topic of their choice from within the syllabus. This paper contributed 20 per cent to the candidates' overall grade.

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

##### **Paper 01- Short Responses that Test Coverage**

##### **Module 1**

##### Question 1

This question required candidates to outline three ways in which the economic activities of two groups of indigenous peoples from different categories listed in the syllabus were different. Several responses were informed, but too many either neglected to choose from different categories or confused economic activities with social or political activities of the respective groups, or failed to offer comparisons. Teachers need to ensure that the candidates expand on the sometimes basic information they gathered on these societies at the CSEC level.

##### Question 2

This question asked candidates to state two different types of evidence that indicate a Nordic presence in the Americas in the pre-Columbian period and to give two examples of each type of evidence. Several responses were informed about archaeological evidence, such as woodworking items, Viking architectural structures and various Norse artifacts or Nordic sagas. However, others confused the Nordic with the African presence, suggesting that the topic had not been covered fully.

##### Question 3

This question required three brief descriptions of ways in which the Caribbean was transformed by Spanish settlement up to 1600. The responses were generally well informed, highlighting factors such

as the spread of European diseases, plants and animals, the introduction of a new religion and new social and political institutions. There is good preparation for this part of the syllabus.

## **Module 2**

### Question 4

This question asked for three factors that contributed to the high death rate among enslaved Africans in the Caribbean during the eighteenth century. Several relevant factors were provided, such as poor and inadequate diet, harsh treatment, contagious diseases, severe work regime and high infant mortality. However, some candidates misread the question and so included the conditions of the middle passage or focused on the indigenous peoples in the 16<sup>th</sup> century. Teachers cannot overemphasize the importance of carefully reading the questions.

### Question 5

This question required candidates to select any one of four slave rebellions mentioned in the syllabus and to explain why the rebellion selected was suppressed. There were some well informed responses stressing factors such as superior military technology and resources, ethnic divisions among slaves, divided leadership and inadequate planning. However, some students still confuse the Jamaica rebellion of 1831-1832 with the Morant Bay rebellion in 1865.

### Question 6

This question asked for an outline of three arguments that were used by the supporters of the abolition movement to justify the ending of the trans-Atlantic trade in enslaved Africans to the British colonies. Several responses incorrectly focused on the abolition of slavery, and not the abolition of the slave trade. Teachers are again encouraged to cover the syllabus and also to guide candidates to pay particular attention to questions.

## **Module 3**

### Question 7

This question required the candidates to select one of the three workers' rebellions listed in the syllabus and to outline three consequences of the workers' rebellion selected. The 1865 Morant Bay (Jamaica) rebellion was the popular choice and the responses on the 1876 Confederation Riots (Barbados) and on the 1862 Labour Protest (St. Vincent) was fairly well informed. However, candidates still confused the Sam Sharpe Rebellion (1831) with the Morant Bay Rebellion and seem to have no appreciation of the different time lines involved. This is a recurring problem with this topic and teachers are encouraged again to ensure that this sort of confusion is avoided.

### Question 8

This question asked candidates to briefly outline three internal factors that hindered Haiti's development between 1804 and 1825. Candidates were most familiar with factors such as political instability, conflict between the black and mulattoes and the impact of the destruction of the economic infrastructure during the revolutionary war. However, some candidates confused the time period and included factors that related to the period before 1804 or included external factors. Again, candidates need to focus on the relevant time frame and on the issues asked.



Question 9

This question asked for an outline of three factors that contributed to the growth of nationalism in the British Caribbean after 1930. Informed responses mentioned the growth of trade unions and political parties, the support for the idea of federation, the influence of independence movement in India and Africa and the emergence of strong nationalist leaders. Several responses however, were unfocused and misinformed indicating that this topic is not widely covered. Teachers are reminded that the structure of the examination requires that the syllabus be covered.

**Paper 02- Structured Document Questions and Extended Essays****Module 1**Question 1

This question consisted of three short documentary extracts on the theme of Spanish conquest in the Americas up to 1550 and the candidates were asked four questions (a) – (d) related to the theme as developed in these extracts. This was a very popular question and several of the responses were fairly well informed with candidates demonstrating a good understanding of the salient issues, though some answers confused sections (b) and (c), and found question (d) challenging. Teachers are reminded that they must encourage candidates to develop thoughtful approaches to topics since the CAPE level requires higher skills of analysis and explanation than at CSEC. This is vital since the questions in the document based items are not specific to the precise content of the extracts but requires candidates to transfer knowledge appropriately.

Question 2

This question required an examination of the evidence of well-developed political and social systems in any one advanced mainland indigenous group in the Americas in the pre-Columbian period. The candidates focused primarily on the Mayas but some of the answers were descriptive and basic. Essentially, candidates lacked an analytical approach and relied on listing information. Candidates have to develop critical thinking skills and teachers are expected to assist this transition from CSEC level responses.

Question 3

This question asked for a discussion of the factors that led to contact between West Africa and Europe in the fifteenth century. There were few responses and several focused incorrectly on the seventeenth and eighteenth centuries at the height of the transatlantic trade in African captives. Instead, the question required a discussion of the factors that accounted for the European presence on the West African coast before Columbus. Indeed, one is left to wonder if this section of the syllabus was covered.

**Module 2**Question 4

This question consisted of three short documentary extracts that focused on the Haitian Revolution, 1791-1804 and the candidates were asked four questions (a) – (d) on the respective themes in the documents. Surprisingly, given the centrality of the topic to both the CSEC and CAPE syllabi, the responses suggested that candidates are ignorant of how the cultural practices of the enslaved assisted their revolution or how the coming of the French Revolution provided favourable circumstance to the success of the slave revolt in Haiti. This suggests that the topic is not being properly covered and teachers are strongly urged to reassess their approach to this topic.

Question 5

This question required candidates to explain how the economic systems that were developed by the enslaved people in the Caribbean contributed to their survival. There were some well informed responses that stressed factors such as how the provision grounds provided vital psychological space for the enslaved, improved their diet and marketing and huckerstering earned economic resources that benefitted the enslaved community. However, some candidates incorrectly focused outside the period to include post slavery society. Further, several responses demonstrated knowledge of the material but were not sufficiently analytical. Teachers must give special attention to how candidates approach questions. More analysis and discussion must be encouraged.

Question 6

This question required candidates to assess the factors that contributed to the abolition of the trans-Atlantic trade in Africans to the Caribbean. The main challenge in this case was one of analysis and interpretation of the question for several responses confused the respective abolitions of the slave trade and slavery. Further, several responses focused exclusively on the British Caribbean to the neglect to the French and Spanish areas. Again, the issue of proper coverage of the syllabus must be raised and teachers are reminded that this is required if the candidates are to perform well. Candidates also need develop better analytical and essay writing skills.

**Module 3**Question 7

This question consisted of three short documentary extracts on the theme of federation in the British West Indies in the twentieth century with three questions (a) – (c) related to the extracts. Many candidates were familiar with the issues in questions (b) and (c), but did not always comment on them analytically, while the uninformed responses to question (a) underscore lack of full coverage of the topic and the continued reliance on prior CSEC knowledge of this theme without further exposure at the CAPE level.

Question 8

This question required the candidates to assess the extent to which Indian indentured labourers' experienced exploitative working conditions in the British Caribbean between 1860 and 1917. This question was very popular and generally satisfactorily done and the better responses presented informed and balanced answers, highlighting both the exploitative experience and the benefits that the Indians gained from their experience. Still, better marks would have been earned if more answers were analytical and less descriptive and teachers are reminded of the importance of essay writing skills.

Question 9

This question asked for a discussion of the view the closer relationships between Cuba and the English-speaking Caribbean countries brought both benefits and political tensions to the region between 1974 and 1983. The responses were very mediocre and unfocused in several instances. Few candidates articulate clearly how the Caribbean benefitted from Cuban resources and professional expertise, but that this strained their traditional relationship with the United States in the context of the Cold War, and also led to tensions within CARICOM since territories and political parties had different approaches to socialism. Some answers somehow focused on the relations between Cuba and the USA relations after 1959. This strongly suggests that this topic in the syllabus is not being covered evenly.

**Unit 2: The Atlantic World and Global Transformations****Paper 01- Short Responses that Test Coverage****Module 1**Question 1

This question asked for an outline of three factors that contributed to European rivalry in the Americas up to 1763. The responses were informed and focused on issues such as areas of settlement, strategic potential of some islands, economic resources and religion.

Question 2

This question was in two parts. First, candidates were asked to state the reason why West Africa's trade expanded from the trans-Saharan route to the West Africa coast after 1450. Second, students were to explain two effects on West Africa of the expansion from the trans-Saharan route to the West African coast. The answers to part one were particularly uninformed because students seemed unfamiliar with that part of the syllabus. Indeed, answers to part two were a little more focused as candidates manipulated information on the West African slave trade, though sometime more relevant to a later stage. Teachers are reminded that the syllabus should be fully covered and the European contact with West Africa preceded the Trans Atlantic trade.

Question 3

This question asked the candidates to outline three reasons for the growing rift between Britain and her North American colonies in the years leading up to the outbreak of the War of Independence in 1776. There were some good responses, informed and focused that confirm coverage of the topic. However, some answers confused the time period and the issue by writing about Manifest Destiny.

**Module 2**Question 4

This question asked for an outline of three consequences for the Atlantic world of the Industrial Revolution in Britain. The responses were very mixed and some candidates were clearly informed on relevant issues such as the spread of industrialization, the overseas investment of surplus capital in colonies and independent areas such as North America and Latin America. However, other responses focused incorrectly on the internal impact on Britain or seemed uninformed as to the concept of the Atlantic World. Teachers are reminded again to cover the syllabus and to encourage candidates to pay close attention to the question asked.

Question 5

This question asked candidates to outline three reasons for the United States of America's continental expansion in the nineteenth century. There were some focused answers but too many candidates confused internal expansion in the United States in the nineteenth century with expansion in the Caribbean in the twentieth century. Teachers need to ensure that this topic is approached with greater clarity.

Question 6

This question required an explanation of two external factors that contributed to the independence of either Venezuela or Brazil. Although, they were good responses, particularly on Brazil, some students disregarded the time frame of the respective independence movements and included factors

that were more relevant to the post independence period in the nineteenth century. Others incorrectly focused on internal factors, indicating that this theme in the syllabus is still neglected, and teachers are reminded that coverage of the syllabus is required.

### **Module 3**

#### Question 7

This question asked for an explanation of three factors that assisted Adolf Hitler's rise to power in Germany by 1933. The responses were generally informed and highlighted the political instability and social and economic hardships that encouraged people to support Hitler who promised strong government and to restore German pride that felt humiliated by the Treaty of Versailles. Still, some candidates misinterpreted the question and focused on the effects of Nazism. Teachers need to emphasize to candidates the importance of paying close attention to questions.

#### Question 8

This question had two parts. First, candidates were asked to identify two international agreements in the 1930s that contributed to the outbreak of war in 1939. Second, they were asked to briefly explain how each agreement so identified contributed to the outbreak of war in 1939. The responses were disappointingly uniform and unfocused, as several candidates were unfamiliar with the Munich Agreement (1938) and the Soviet-German Pact (1939). Indeed, even candidates who attempted relevant answers had limited understanding of the topic. It is clear this section of the syllabus was not covered and teachers must bear in mind that neglect of aspects of the syllabus will only lower the performance of candidates.

#### Question 9

This required the candidates to explain how the Indian nationalist movement benefited from the principles of Mohandus (Mahatma) Gandhi. Several candidates provided good responses and appreciating how Gandhi's principles of non-violence and acts of civil disobedience, as well as his personal asceticism inspired international support for the nationalist movement, and how his opposition to communal hostilities broadened the base of the Indian National Congress Party. It is clear that this part of the syllabus was well covered.

## **Paper 02- Structured Document Questions and Extended Essays**

### **Module 1**

#### Question 1

This question consisted of three short documentary extracts on the theme of the French Revolution and candidates were asked three questions (a) – (c) related to the theme as developed in these extracts. The responses were generally satisfactory, especially for sections (a) and (b). However, the responses to section (c) were often confused as some candidates seemed ignorant of the strong measures that were adopted by the National Convention in 1793, as well as the context of their adoption, suggesting incomplete coverage of the topic. Also, candidates tended to list relevant information without offering explanations as was required (b). Teachers are reminded that higher levels of analysis are required at this level and that they should stress analysis and context above the mere accumulation of information.

Question 2

This question required an essay examining the social and economic factors that influenced European settlement in North America between 1600 and 1763. This was not a very popular question, but some of the responses indicate that candidates were familiar with the relevant material, though others confused the time frame and focused incorrectly on the earlier period of discovery and conquest. Also, some of the responses were descriptive and did not develop the points. Candidates need more guidance as to how to approach essay questions.

Question 3

This question asked the candidates to discuss the main ideas of the European Enlightenment and to comment on their impact on the American War of Independence. This was a popular question and the candidates were clearly informed on the ideas of the Enlightenment. However, some were challenged to apply them to the American War of Independence. This raises the issue of approaches to the material for it is pointless to accumulate information and not have an appreciation of its significance in the period. One expected more candidates to have demonstrated how the ideas of the Enlightenment inspired the Americans. Teachers are reminded of the importance of developing both analytical and good essay writing skills.

**Module 2**Question 4

This question consisted of three short documentary extracts on industrialization in the United States of America in the nineteenth century and the candidates were asked four questions (a) – (d) on the respective themes in the documents. Candidates were familiar with the material for (a) and (c), though the responses were not always analytical and some paraphrased the extracts. Questions (b) and (d) were not well done and the responses strongly suggested that either this aspect of the topic is not covered fully, or candidates are learning details without appreciating their significance. It is clear that candidates need more guidance as to how to approach the document questions and in developing analytical skills.

Question 5

This question required an essay that examined the view that the Atlantic economy contributed significantly to the Industrial Revolution in Britain. There were some informed answers but several responses were unfocused and candidates wrote about the internal factors in England that contributed to the Industrial Revolution in England and neglected to discuss the extent to which the Atlantic economy contributed. Such incorrect approaches may have resulted from either poor essay writing skills or from the fact that this part of the syllabus is inadequately covered. Again, teachers are reminded of the importance of covering the topics in the syllabus and in developing good essay writing skills.

Question 6

This question asked the candidates to discuss the factors that influenced economic development in either Brazil or Venezuela after their independence up to 1900. As is often the case, Brazil was the place of choice. However, the responses often neglected the time frame of the question and focused instead on the factors that led up to independence. This indicates that this topic is still only partially covered with candidates receiving limited exposure to post independence developments.

### Module 3

#### Question 7

This question consisted of three short documentary extracts on the outbreak of World War 1, with four questions (a) – (d) related to the extracts. This was a very popular question and there were some well informed responses, and it is clear that candidates have been reasonably exposed to issues around the outbreak of World War 1, a striking contrast to the situation with World War 2. It is important to ensure that the topics are evenly and properly covered.

#### Question 8

This question required candidates to discuss the factors that led to the Bolshevik's seizure of power in Russia in 1917. There were some very good answers and many candidates demonstrated that they had been exposed to the relevant information, such as the failure of the Provisional Government to address pressing issues of land reform and the self rule for national minorities, the corrosive effects of World War 1 and the return and leadership of Lenin. However, some candidates were defeated by poor essay writing skills, relying on narrative and not analysis. The issue of essay writing needs to be addressed.

#### Question 9

This question asked the candidates to assess the view the Apartheid system in South Africa was defeated mainly by internal developments after 1960. The responses were unbalanced and demonstrated a general inability to weigh the significance of internal as against external developments to the ending of Apartheid. This may be a result of candidates with limited knowledge of the topic and inadequate writing essay skills. It is critical that candidates complete the syllabus and build on the CSEC level of analysis and writing.

### Internal Assessment, Unit 1 and Unit 2

#### **Presentation of Paper**

There was continued improvement in the presentation of the research papers. Several papers were typed in double space which made them more reader friendly. Also, many candidates properly used footnotes and bibliographical references and candidates demonstrated an understanding of the wider historical context of the topics that they investigated.

However, they are still instances where these important conventions of the historical method such as the use of endnotes/footnotes and a bibliography, were either not followed or were improperly done. Also, some candidates did not follow the convention for presenting a research project with an introduction, a conclusion and a bibliography. The teachers should encourage candidates to pay attention to these important research skills. These requirements are clearly set out in the syllabus and the teachers are reminded that it is their responsibility to guide the candidates in their use. Additionally, teachers are reminded that candidates will be severely penalized for **plagiarism** and candidates must be warned against “cut and paste” projects which access to the internet, unfortunately, encourages. This is a serious issue that has to be addressed early as too many candidates arrive at tertiary level institutions and claim ignorance of the malpractice.

It is the responsibility of the teachers to wean candidates from the CSEC literature and to expose candidates to higher level publications so that the candidates will develop the analytical skills and be more aware of the content required for the CAPE level. Accordingly, teachers have to encourage respective schools to expand the holdings on their libraries.

The length of the papers remains a problem for some candidates who either include rambling and unfocused introductions that push papers over the word limit of between 1500 and 2000 words, or present minimal efforts.

### **Content and Discussion**

Many candidates deserve congratulations for demonstrating good research skills and analytical approaches to their topics and their teachers deserve commendations for their guidance. However, there is still room for improvement and teachers' guidance is crucial as some projects were too descriptive, rushed and contained sweeping and unsubstantiated generalizations.

The teachers have the task of ensuring that the topics for the research paper are **relevant to the syllabus** and since the syllabus has clearly stated objectives candidates have no excuse for choosing topics extraneous to the syllabus. Topics must be specific and focused so that candidates will not be hard pressed to stay within the word limit and to present well-structured papers. Still too many papers were descriptive and not sufficiently analytical and there was clear evidence that some projects were rushed.

### **Administrative Forms**

Most teachers submitted the relevant administrative forms in accordance with CXC's requirements.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2009**

**HISTORY**

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**HISTORY****CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS****MAY/JUNE 2009****GENERAL COMMENTS**

The format of the examination in CAPE History is similar for Units 1 and 2. The year 2009 marked the first examination in which Paper 01 in both Units was examined by 45 multiple-choice questions, fifteen on each Module. Candidates were required to answer all questions and each correct answer was rewarded with no penalty for incorrect answers. Paper 01 contributed 30 per cent to the candidate's overall grade in each Unit. The questions aimed at assessing the range of content and skills covered by the syllabus.

Paper 02 comprised nine questions and candidates were required to answer three. This paper contributed 50 per cent to the candidates' overall grade and assessed depth rather than breadth of knowledge. Three of the questions, one from each Module, required candidates to analyse extracts from primary documents on one of the themes in the Modules. Candidates were required to answer one of the three document-based questions. The responses were to be reasoned, clear and well-developed. The other six questions were extended essay question and candidates were required to answer two of these with clearly stated and well-developed arguments.

Paper 03A, the Internal Assessment component, required candidates to submit a research paper on a topic selected from the syllabus. This paper contributed 20 per cent to the overall grade of the candidate.

Paper 03B was the alternative paper to the Internal Assessment for private candidates. These candidates were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three Modules. This paper contributed 20 per cent to the candidate's overall grade.

**DETAILED COMMENTS****UNIT I****The Caribbean in the Atlantic World****Paper 01****Multiple-Choice Questions**

This paper represents a change in the format of the examination. Prior to 2009, candidates were required to provide short responses to nine questions covering the three Modules. In 2009, the paper assessed candidates' coverage of the syllabus with multiple-choice questions which tested their recall of content, as well as their interpretive and analytical skills. There were fifteen questions on each of the three Modules for a total of forty-five questions. The performance was satisfactory though candidates' content coverage of several themes seemed to have been limited.

## Paper 02

### Structured Document-Based Questions and Extended Essays

This paper examined candidates' depth of knowledge, their ability to understand and analyse historical data and their ability to communicate using a well structured argument.

#### Module 1

##### Question 1

This question consisted of three short documentary extracts on the early contact between West Africans and Europeans up to 1492 and the Spanish settlements in the Americas up to 1600. The candidates were asked four questions, (a) to (d), related to the themes as developed in these extracts. Candidates too often treated this and other similar questions as if they were comprehension questions. The questions required the candidates to use each extract as a stimulus and bring their own knowledge of the issue/event addressed by the extract to answer the question.

##### Question 2

This question required an analysis of the view that the technological superiority of the Spaniards did not fully explain the conquest of the Aztecs and Incas between 1519 and 1533. Generally, candidates demonstrated knowledge of the encounter between the Europeans and the indigenous groups and some were able to debate the relative importance of the different factors of the conquest, taking the analysis to a higher level.

##### Question 3

In this question, candidates were required to compare the political organization of two indigenous groups, one from each category (Category 1: Aztec, Inca, Maya); (Category 2: Kalinago, Taino, Tupi). Most candidates had a general knowledge of the groups selected though they almost all ignored the Tupi. However, too many candidates wrote generally of the lifestyles of the groups instead of focusing on their political organization. It was obvious that the candidates were not only relying on Caribbean Secondary Education Certificate (CSEC) knowledge, but also that the prevailing tendency was to narrate instead of collate or classify historical data.

#### Module 2

##### Question 4

This question comprised three short extracts from primary documents on slave resistance and planters' control. The candidates were required to answer four questions, (a) to (d), on the theme as represented in the document. The candidates, while not ignorant of issues of resistance, found it difficult to apply such knowledge to the questions asked.

##### Question 5

This question required an essay that discussed the similarities between chattel slavery and European indentureship in the Caribbean. Too many candidates focused on Indian (and to a lesser extent Chinese and Portuguese) indentureship and addressed the similarities between slavery and the conditions of the Asian immigrants when the question required a discussion on 'European indentureship'. The responses suggested that candidates did not study topics with an understanding of which Module covered that theme. Candidates also seemed to have prepared questions and on

recognising a term from the prepared question, proceeded to write the prepared response instead of carefully reading the actual question asked. In reference to this particular question, while the concepts used were lifted from the syllabus, candidates did not seem to recognise the context from which they were taken.

### Question 6

This essay question required a discussion of the view that the disintegration of the system of enslavement was the result of forces from within as well as from outside the Caribbean. Candidates offered responses which tended to generalise about causes of emancipation and were skewed towards the emancipation movement in the British Caribbean.

## **Module 3**

### Question 7

This question consisted of three short documentary extracts on the Cuban Revolution and its impact on Cuba and Cuba's international relations up to 1970. Candidates were asked to answer four questions, (a) to (d), related to the extracts. This was a popular question but candidates used CSEC information on Cuba from the theme on the USA in the Caribbean and demonstrated a lack of knowledge of the 1959 revolution and its aftermath as covered by the documents. They clearly did not read the documents carefully and/or did not have adequate knowledge of the period cited or the persons referred to in the documents.

### Question 8

This question required an essay discussing the claim that the challenges faced by Haiti in creating a free society after independence were due mainly to external factors. Candidates had knowledge of Haiti leading up to independence but were not very conversant with the events that occurred immediately after. Once again, inadequate preparation could have led candidates to fall back on previous but irrelevant knowledge. The question reflected the wording of the syllabus objective which deals with attempts to "create a free society" and the time frame of the question is reflected in the theme in the syllabus which refers to Haiti after independence: 1804 – 1825.

### Question 9

This question asked candidates to discuss the movement towards regional integration in the British Caribbean between 1947 and 1974. Too many candidates demonstrated a lack of knowledge of this theme which requires specific knowledge on the topic. The question lifted a sub-theme from the syllabus for this question. The sub-theme set out clearly the categories to be addressed, which meant that, with adequate preparation, the question could have been very well answered.

## **UNIT 2**

### **The Atlantic World and Global Transformations**

#### **Paper 01**

#### **Multiple Choice Questions**

This paper represents a change from nine short-answer questions to 45 multiple-choice questions. As in Unit 1, there were fifteen questions on each of the three Modules in the syllabus. The specific nature of some of the questions could have proven a challenge to those candidates who were

unprepared for the breadth of the knowledge required. Candidates are advised that satisfactory performance in this paper requires adequate coverage of all themes in the syllabus.

## **Paper 02**

### **Structured Document-Based Questions and Extended Essays**

#### **Module 1**

##### Question 1

This question comprised three short documentary extracts on the theme of European settlement and rivalry in the Atlantic up to the seventeenth century. The candidates were asked four questions, (a) to (d), related to the theme as developed in these extracts. The responses suggested that candidates were generally not very conversant with how to answer document-based questions.

In responding to document-based questions, candidates are expected to demonstrate relevant skills and knowledge over and beyond that contained in the extract. Hence, document-based questions should not be viewed as a comprehension exercise.

##### Question 2

This question required an essay discussing how West African societies were affected by the contact with Europeans from the mid-fifteenth century to the end of the eighteenth century. Candidates tended to focus on the traditional perspective of the negatives of the contact and the theory of underdevelopment.

##### Question 3

In this question candidates were required to discuss how the ideas of the Enlightenment shaped the birth of the American republic between 1775 and 1787. Most candidates had general knowledge of the ideas of Enlightenment but only some of those who attempted this question were able to apply that knowledge to show how the ideas were reflected in the birth of the American republic. That there were some exceptional thinkers among the candidates was evidenced in the thorough and comprehensive responses from regrettably few candidates.

#### **Module 2**

##### Question 4

This question consisted of three short extracts from primary documents which sought to test candidates' understanding of Manifest Destiny. The candidates were required to answer four questions, (a) to (d), on the theme as represented in the documents. Many candidates had difficulty in providing the required response to Question (a); they clearly did not grasp the principles underlying the concept of Manifest Destiny even though it is explicitly identified in the theme. Nevertheless, some knew the specifics of the actions motivated by Manifest Destiny.

##### Question 5

This question required an essay on the events which led to the achievement of political independence in either Brazil or Venezuela in the 1820s. Most candidates chose to write on Brazil but the question was not well done; candidates were unable to identify specific events and make the link between such events and the achievement of independence. Responses spoke of the 'influences' as opposed to the 'events' as required by the question. Some events were not recognised as such. Once again,

responses suggested that candidates prepared questions rather than general themes which impacted on their ability to respond adequately to various aspects of particular themes.

### Question 6

This question was based on a quotation and required an essay on the claim that the Industrial Revolution contributed significantly to the Atlantic economies with reference to the developments in Britain after 1750. The question proved challenging for many candidates as they seemed to have been accustomed to approaching the theme from a different perspective. Some candidates misinterpreted the question and wrote on the developments in Britain without relating them to the contribution that such developments made to the Atlantic economies. Where a causal link was seen between the developments and the Atlantic economies, the usual approach to them was taken – that is, the contribution of the Atlantic economies to the developments in Britain (the Eric Williams thesis).

In responding to this question, therefore, some candidates generally ignored the quote and misinterpreted the question which they apparently read in isolation from the quote. This led them to write in a single-minded way on the Industrial Revolution itself rather than on how it contributed to the Atlantic economies.

## **Module 3**

### Question 7

This question consisted of three short documentary extracts on the liberation struggles in South Africa. Candidates were asked to answer four questions, (a) to (d), related to the extracts. Some candidates lacked specific knowledge of various aspects of the topic, for example, the Soweto uprising. Some candidates managed to obtain a few marks for Part (d) which tested their knowledge of the factors responsible for the overthrow of the Apartheid system in the 1990s. However, they provided general current knowledge with limited or no historical context.

### Question 8

This question required an essay assessing the factors that led to the outbreak of World War II in relation to the assertion that the Treaty of Versailles brought a formal end to World War I and paved the way for World War II. Candidates wrote generally about the causes of the war and did not examine the clauses of the Treaty of Versailles which led to the outbreak of the second war. This suggested that candidates prepared for specific questions and did not attempt to understand what the current question required.

To perform satisfactorily on this examination, candidates should understand all aspects of each theme in the syllabus and not rely on the recall of prepared questions.

### Question 9

This question asked candidates to discuss the view that Germany had become a racial and fascist state by 1945. The candidates who attempted the question obviously studied the topic and were reasonably familiar with the issues. They were able to identify the issues related to the categories identified in the question – ‘racial’ and ‘fascist’.

## **General Comments**

While the papers were set with careful attention to the objectives being tested in each Module, some candidates seemed ill-prepared to address any question that did not follow the established pattern of previous years. In some instances, it was evident that the responses proffered by candidates were for

questions for which they had prepared rather than for questions actually asked, although the content of their responses related to the particular theme. Candidates and teachers are urged to use the syllabus to prepare so that all possible interpretations of a theme as guided by the stated objectives can be explored and examined.

### **Paper 03A**

#### **Internal Assessment**

This paper is the Internal Assessment component for Units 1 and 2. In general, candidates adhered to the word limit stipulated by the syllabus, and produced work of acceptable quality. However, there were instances where the following weaknesses were evident:

- (a) the poor construction/conceptualization of thesis statements ;
- (b) the over-reliance on CSEC texts;
- (c) the limited knowledge displayed by candidates regarding the conventions for writing a History research paper;
- (d) failure to provide the historical setting for the research papers, giving instead personal reasons for doing the research;
- (e) the overuse of headings and subheadings in the body of the work which distracted from the flow of the work, and the preponderance of narrative at the expense of analysis;
- (f) failure to demonstrate an understanding of what goes into the conclusion of a paper by introducing new information at this point, for example;
- (g) the overuse of pictures in the body of the research.

With regard to the administrative requirements of the Internal Assessment, it is evident that most teachers followed the stipulated criteria for marking the research papers and that documents submitted were accurately and fully completed.

### **Paper 03B**

#### **Alternative to Internal Assessment**

Paper 3B is the alternative to the Internal Assessment for private candidates and was written by a very small number of candidates. Questions were based on the research that would have been conducted by these candidates. However, performance on this paper was extremely weak. Candidates were clearly not aware of what was generally required and this was particularly evident in the responses to Question 4 which required a summarisation of the findings of the research and an assessment of the significance of those findings. In addition, candidates provided no evidence of specific sources. It is obvious that the preparation done by the candidates was inadequate to meet the demands of this paper.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2010**

**HISTORY**

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## **GENERAL COMMENTS**

The format of the examination in CAPE History is similar for Units 1 and 2. The year 2010 marked the second examination in which Paper 01 in both units was examined by 45 multiple-choice questions, 15 on each module. Candidates were required to answer all questions and each correct answer was rewarded with no penalty for incorrect answers. Paper 01 contributed 30 per cent to candidates' overall grade in each unit. The questions aimed at assessing the range of content and skills covered by the syllabus.

Paper 02 comprised nine questions and candidates were required to answer three. This paper contributed 50 per cent to candidates' overall grade and assessed depth rather than breadth of knowledge. Three of the questions, one from each module, required candidates to analyse extracts from primary documents on one of the themes in the modules. Candidates were required to answer one of the three document-based questions. The responses were to be reasoned, clear and well-developed. The other six questions were extended essay question and candidates were required to answer two of these with clearly stated and well-developed arguments.

Paper 03/1, the Internal Assessment component, required candidates to submit a research paper on a topic selected from the syllabus. This paper contributed 20 per cent to the overall grade of candidates.

Paper 03/2 was the alternative paper to the Internal Assessment for private candidates. These candidates were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three modules. This paper contributed 20 per cent to candidates' overall grade.

## **DETAILED COMMENTS**

### **UNIT I**

#### **Paper 01 – Multiple-Choice Questions**

This paper represents a change in the format of the examination. Prior to 2009, candidates were required to provide short responses to nine questions covering the three modules. From 2009, the paper assessed candidates' coverage of the syllabus with multiple-choice questions which tested their recall of content as well as their interpretive and analytical skills. There were 15 questions on each of the three modules, a total of 45 questions. Performance was satisfactory though candidates' content coverage of several themes seemed to have been limited.

#### **Paper 02 – Structured Document-Based Questions and Extended Essays**

This paper assessed candidates' depth of knowledge, understanding, evaluation, interpretation and problem-solving as well as their ability to present a structured and well-expressed historical argument.



## **Module 1: Indigenous Societies**

### Question 1

This question had three short extracts from primary documents on the conquest of the Amerindians in the sixteenth century. Candidates were asked four questions (a–d) related to the themes as developed in these extracts. Some candidates treated these as comprehension questions, giving quotations from the extracts as answers. The questions required candidates to use each extract as a stimulus to recall the history of the encounter between the Amerindians and the Spaniards in relation to the issue addressed by the extract. Candidates were expected to give short answers to the question as directed to discuss, outline or explain. The question was fairly well done by most candidates in that they knew the basic content; however, some found it challenging to use the knowledge to address the specifics of the question.

### Question 2

This question required an essay on the lifestyles and social arrangements of the pre-Columbian Amerindian cultures of two indigenous groups, one from each category (Category 1: Aztec, Inca, Maya; Category 2: Kalinago, Taino, Tupi). Candidates were expected to compare the lifestyles and social arrangements of the two groups they chose. Candidates demonstrated basic and general knowledge of the Amerindian groups they chose but were unable to distinguish between social, economic and political features of the societies. Too often, there was no comparison to show either differences or similarities as required by the question and, in most cases, candidates wrote on economic and political arrangements instead of on the social. It appeared that candidates were relying on CSEC knowledge and found it difficult to classify and collate their historical knowledge.

### Question 3

In this question, candidates were required to examine the claim that Europeans did not penetrate the interior of western Africa up to 1600. This question was not well done. Some candidates who had knowledge of European contact with Africa ignored the date [up to 1600] and the specifics of the question as it related to European contact with Africa. Too often, candidates wrote a narrative of European exploration, confused the penetration of the interior of Africa with the arrival of Africans in the Americas and focused on the trans-Atlantic trade, rather than on the extent of the penetration into the interior of Africa. This suggests the need for candidates to develop a historical sense of time, place and event.

## **Module 2: Slave Systems – Character and Dismantlement**

### Question 4

This question had three short extracts from primary documents that related to the experiences and strategies of survival of enslaved peoples. Candidates were required to answer four

questions (a–d) on the theme as represented in the document. Candidates, while not ignorant of issues related to the experiences and strategies of survival of enslaved peoples, found it difficult to use the knowledge to solve the problems given. For example, they were unable to distinguish between actions of planters and their causes and those of the enslaved as required for Part (a). As such, rather than addressing the reasons for planters allotting provision grounds to the enslaved (causes), most responses dealt with how the enslaved made use of the provision grounds (effects).

### Question 5

This question required candidates to assess the effectiveness of non-violent strategies of resistance used by the enslaved during slavery. This was a popular question with a few good responses. The quality of the responses indicated that far too many candidates had knowledge of the relevant content but were unable to adequately explain the impact of the strategies on the plantations and the system of slavery.

### Question 6

This question required an essay that discussed the contribution of Eric Williams' decline thesis to the explanation for dismantlement of the British slave system. The responses were mixed; some candidates were very clear on the requirements of the question and were fully conversant with the thesis, the challenges to it and were able to provide a historiographical analysis. Other candidates merely wrote on the reason for the dismantlement of the British slave system.

## **Module 3: Freedom in Action**

### Question 7

This question consisted of three short documentary extracts that related to the attempts by Haitian revolutionary leaders to create a free society between 1804 and 1825. Candidates were asked to answer four questions (a–d) related to the extracts. This was a popular question but there were only a few good responses; candidates lacked the knowledge required for this question and encountered some challenges with the relevant vocabulary. It appeared that candidates' responses were limited to CSEC knowledge or knowledge from Module 2.

### Question 8

This question required an essay discussing the obstacles to worker solidarity between the Asian immigrant groups and the formerly enslaved in the British Caribbean during the second half of the nineteenth century. Candidates demonstrated knowledge of immigrants but had a problem distinguishing between Asian immigrants and other nineteenth-century immigrants. The question proved challenging for some candidates who did not appear to understand the meaning of the word 'solidarity'. Responses often focused on 'obstacles' and addressed obstacles encountered by the two groups.

### Question 9

This question asked candidates to examine the development of regional integration in the British Caribbean from 1956 to the 1970s. This was a fairly popular question and most candidates understood the demands of the question. However, some candidates ignored the stated time frame and wrote of integration before and after the stated period.

### **Further Comments**

Examiners reported that candidates tended to pay very little attention to those areas of Module 1 with which they were familiar and consequently depended on their CSEC knowledge. They also reported that candidates were inadequately prepared for Module 3 as this Module was taught during the third term of the school year which was usually cut short by end-of-year examinations and other co-curricular activities. One recommendation from an Examiner was to start the year with the less familiar Module 3 to get candidates involved and motivated. Teachers and students need to approach the programme of study by focusing on the specific objectives as stated in the syllabus.

## **UNIT 2**

### **Paper 01 – Multiple Choice Questions**

This paper consisted of 45 multiple-choice questions, with 15 questions on each of the three modules. The questions covered an extensive area of knowledge as set out in the syllabus and required candidates to recall information as well as to evaluate and assess claims made against historical evidence. The responses of candidates were generally satisfactory but it must be reiterated that candidates need to take an interpretative approach to the questions to achieve the best results.

### **Paper 02 – Structured Document-Based Questions and Extended Essays**

### **Module 1: Atlantic World - Interactions**

#### Question 1

This question had three short documentary extracts on the American and French Revolutions of the late eighteenth century. Candidates were asked to answer four questions (a–d) related to these revolutions and themes developed in the extracts. The responses suggested that candidates, generally, had not acquired the skill of answering document questions. However, there were a few good responses, although Parts (b) and (c) were misunderstood or candidates lacked the relevant knowledge. This suggested that, in some instances, these objectives and themes may have been misinterpreted.

### Question 2

This question focused on rivalry among European nations in the Americas and required an essay assessing the causes of that rivalry. Candidates seemed to have understood the requirements of the question but the responses needed to be more structured.

### Question 3

In this question, candidates were required to discuss the extent to which the trans-Atlantic trade in Africans was a continuation of the social and economic structures that already existed in West Africa. Candidates discussed the impact of the trans-Atlantic trade in Africans on the Caribbean rather than on Africa. In instances where they discussed the effects on Africa they spoke of perceived conditions in Africa — housing and social life — rather than the impact of the trade. This was surprising since the syllabus addresses this theme in a specific objective and there is available material for study.

## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents on the Industrial Revolutions in Britain and the United States of America. Candidates were required to answer four questions (a–d) on the theme as represented in the document. The question was popular, but, as with most document questions, was treated as a comprehension exercise rather than a question where the document should be used as a stimulus. Knowledge of the Industrial Revolution in the USA was also inadequate and, as a result, candidates had problems interpreting the phrase ‘labour responded’.

### Question 5

This question required an essay that examined the attempts by the USA to fulfil the ideals of Manifest Destiny within continental North America between 1845 and 1867. There were mixed responses to this question. Candidates encountered challenges with the concept of ‘continental North America’ and wrote on the Americas in general. This may be a reflection of candidates’ dependency on the material from CSEC which addresses Manifest Destiny.

### Question 6

This question required an essay discussing the view that international developments in the late eighteenth and early nineteenth centuries were responsible for the independence of either Brazil or Venezuela. Most responses focussed on Brazil. The question proved difficult for a few candidates who were unclear about the meaning of the term ‘international developments’, while others focused on international developments without discussion of internal developments.

### **Module 3 – International Relations – Conflict and Liberation**

#### Question 7

This question consisted of three short documentary extracts on the Russian Revolution. Candidates were asked to answer four questions (a–d) related to the extracts. This was not a popular question and there were few good responses. The responses reflected inadequate preparation.

#### Question 8

This question required an essay discussing the factors that contributed to the outbreak of World War I. Candidates were asked to refer to three schools of thought in their responses. The question was popular and responses demonstrated that candidates were conversant with the topic. A few candidates wrote about causes of the outbreak generally and ignored the reference to the ‘schools of thought’ but there were some who recognized that they were expected to write about historians’ perspectives on the causes. The question seemed to have posed a challenge to some candidates, but speaks to the need for students and teachers alike to be aware of the interpretations put forward by historians.

#### Question 9

This question asked candidates to discuss the extent to which the nationalist strategies used by Mahatma Gandhi to decolonize India were effective. Candidates were familiar with the actions taken by Gandhi and presented them as steps taken towards independence. Few candidates took the analysis beyond the narrative account to a more analytic presentation designed to evaluate the effectiveness of what he did. However, it was a popular question and generally well done.

#### **Further Comments**

Performance on Module 3, as reported by the examiners, was only fair; this was felt to be a reflection of inadequate preparation due mostly to activities during the school year which militate against completion of the topics.

As stated in earlier subject reports, candidates seemed ill-prepared to address questions that did not follow the established pattern of previous years. This suggested that candidates rarely focused on the objectives set out in the syllabus and, as such, when questions deviated from the perceived pattern of earlier years, they found it difficult to present answers beyond the usual. The most striking example from Unit 1, Paper 02 was Question 2 which required a discussion of the lifestyle and social arrangements of the Amerindians. Examiners agreed that candidates usually prepared questions on the economic and political arrangements of the indigenous peoples of the Americas and so wrote on those arrangements. Once again, students and teachers are urged to use the syllabus to prepare for the examination so that all the possible interpretations of a theme as guided by the stated objectives can be explored and examined. It is also important

that teachers assist students to become familiar with the language/vocabulary of history. Every effort should be made to use the language of the discipline in teaching so that students become familiar with the associated terms.

### **Paper 03/1 – Internal Assessment (IA)**

This paper is the Internal Assessment for Units 1 and 2. In general, students adhered to the word limit stipulated by the syllabus, and produced work of acceptable quality. However, the moderation exercise revealed that the problems identified in 2009 persisted with glaring weaknesses as follows:

- Poor construction/conceptualization of thesis statements;
- Overuse of narration at the expense of analysis; and
- Failure to adhere to the conventions of writing history as it relates to referencing.

The following additional concerns need to be addressed by teachers and students:

- Over reliance on CSEC texts which helps to account for an inadequate level of analysis;
- Failure to provide the historical setting for research papers;
- Overuse of headings and subheadings in the body of the work which distract from the flow of the work;
- Failure to demonstrate an understanding of what goes into the conclusion of a paper by introducing new information at the end;
- Ignoring the time frame of the syllabus;
- Failure to carefully select topics which represent CAPE rather than CSEC themes and the need to select topics which fit the time period of the syllabus;
- Need to pay attention to the historical context of the selected topic;
- Need to use appropriate literature (advanced texts rather than texts more appropriate for the lower school or CSEC) and credible sources.

It is evident that most teachers followed the stipulated criteria for marking the research papers and that documents submitted were well completed. However, care should be taken to avoid giving more marks than are allotted for the criteria.

### **Paper 03/2 – Alternative to Internal Assessment (IA)**

This paper is the alternative paper to the IA for private candidates in both units. Although the number of candidates increased, performance continues to be weak.

Candidates were expected to respond to four questions (3–6) after they indicated the topic of their research project. In general, the formulation of the topic was poor; little was provided beyond the restating of the theme's title and, when this was attempted, it was not well stated. The stated reasons for the selection of the topic (Question 3 — the rationale) demonstrated that,

in general, there was very little historical understanding. The reasons given were highly personal.

The procedure for citing sources and their evaluation was clearly not understood by candidates (Question 4). In fact, there was little indication that there was any understanding of what constituted an acceptable source.

Questions 5 and 6, which comprised the main part of the paper, were not well done. Candidates were unable to adequately fit their research topic into the wider context of Caribbean history. This requirement suggested that they were restricted to research on Caribbean history although the syllabus has a wider focus. Candidates found it difficult to provide the main findings of the research and the supporting evidence or assess the significance of the findings. At best, what was mostly presented was a basic narrative account on the topic.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2011**

**HISTORY**

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## **GENERAL COMMENTS**

The format of the examination in CAPE History is similar for Units 1 and 2. The year 2011 marked the third examination in which Paper 01 in both units was examined by 45 multiple-choice questions, 15 on each module. Candidates were required to answer all questions and each correct answer was rewarded with no penalty for incorrect answers. Paper 01 contributed 30 per cent to candidates' overall grade in each unit. The questions aimed at assessing the range of content and skills covered by the syllabus.

Paper 02 comprised nine questions and candidates were required to answer three. This paper contributed 50 per cent to candidates' overall grade and assessed depth rather than breadth of knowledge. Three of the questions, one from each module, required candidates to analyse extracts from primary documents on one of the themes in the modules. Candidates were required to answer one of the three document-based questions. The responses were to be reasoned, clear and well-developed. The other six questions were extended essay questions and candidates were required to answer two of these with clearly stated and well-developed arguments.

Paper 031, the School-Based Assessment component, required candidates to submit a research paper on a topic selected from the syllabus. This paper contributed 20 per cent to the overall grade of candidates.

For Paper 032, the alternative to the School-Based Assessment, private candidates were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three modules. This paper contributed 20 per cent to candidates' overall grade.

In both Papers 031 and 032, candidates were expected to demonstrate mastery of skills related to the discipline of history. These skills include interpretation and evaluation of sources by assessing the usefulness of the sources used in their research, collation and synthesizing of research data by providing the setting and the context of the topic, identifying the main historical data found and commenting on the significance of those findings. An important feature of this paper is the requirement that there should be proper referencing for all sources using the referencing style of the discipline of history.

## **DETAILED COMMENTS**

### **UNIT I**

#### **Paper 01 – Multiple-Choice Questions**

This paper used multiple-choice questions to test candidates' coverage of all three modules. The focus was on knowledge of the themes as well as interpretation and analysis of historical data. Each of the three modules provided 15 questions for a total of 45 questions. Most candidates seemed to respond adequately to what was expected in this paper. However, some candidates still struggled with the skills required to treat questions that were not strictly based on recall of knowledge. Every effort should be made to help candidates to develop the skill of deductive reasoning to treat the higher-order questions which require skills of interpretation and analysis.

## **Paper 02 – Structured Document-Based Questions and Extended Essays**

This paper examined candidates' depth of knowledge of the content of the syllabus, their understanding of historical interpretation and debate, and their ability to present a well-structured, clearly expressed and coherent historical argument based on the evidence.

### **Module 1: Indigenous Societies**

#### Question 1

This question had three short extracts from primary documents on the civilizations of the indigenous American peoples and the arrival of the Spaniards. Candidates were asked four questions (a–d) related to the two issues as developed in these extracts. Candidates were expected to use the extracts to stimulate their recall of the cultures of the indigenous peoples and the circumstances of the arrival of the Spaniards in the Caribbean and the mainland of South America.

Candidates were expected to write short answers with reference to the issues discussed in the extracts. The challenges identified in the past were still evident this year. There were mixed responses: some information was widely known but some candidates were not able to link extracts with specific indigenous groups. Some candidates continued to treat the document questions as comprehension questions, using quotations from the extracts to give answers instead of bringing their knowledge to bear on the issues identified in the question. It was clear that candidates need to pay attention to the political geography related to the issues/themes studied and to get practice in writing answers required for this type of assessment.

#### Question 2

This question required an essay to examine the debate among historians and assess the claim of a West African presence in the Americas before the arrival of Columbus. This was a fairly popular question and candidates were aware of key issues in the debate. However, they tended to recount the elements of the argument without discussion, debate or critique. They ignored the instruction of the question to assess the view.

#### Question 3

This question required an examination of the effects of Spanish settlement on the indigenous peoples of the Caribbean up to 1600. This was a popular choice and there were some excellent responses. However, most responses were generally satisfactory. There was a clear imbalance in the responses: candidates had detailed knowledge of the demographic disaster, knew very little about settlement on the mainland as against the islands and too often focused on conquest instead of settlement. This again suggested the need for candidates to expand and deepen their knowledge of the historical geography of the regions whose history they study.

## **Module 2: Slave Systems – Character and Dismantlement**

### Question 4

This question had three short extracts from primary documents that related to chattel slavery in the Caribbean. Candidates were required to answer four questions (a–d) on this theme as it was discussed in the extracts. While this was not a popular question, some candidates attempted it. The responses were poor, largely because candidates found the higher-order questions difficult. Parts (c) and (d) required some abstraction and a comparison of the data in the document. The candidates were obviously weak in the skills of interpretation and analysis, skills that are crucial for the use of primary documents. Candidates' performance not only reflected limited knowledge of the internal marketing system, but also an inability to make the distinction between urban and rural survival strategies employed by the enslaved.

### Question 5

This question required candidates to discuss the view that one of four anti-slavery rebellions failed to achieve its primary objective due to a combination of factors. Candidates were expected to identify the primary objective of the selected rebellion and to discuss whether or not the objective was achieved. Candidates were expected to provide evidence for the position taken. There were some good responses but the majority of the responses gained marks at the lower end of the range of marks.

The less than satisfactory performance of a number of candidates revealed that they did not have a clear understanding of historical time and were unable to make a distinction between course and causes, elements that are central to the study of any historical event. Candidates were not able to make a distinction between the 1831–32 and the 1865 rebellions in Jamaica.

In many instances, there was no distinction between rebellions during slavery and after slavery and this raises serious questions as to candidates' understanding of a basic feature of the discipline – timeline. Candidates need to be exposed to the concepts of 'cause' and 'consequence' (important second order concepts) and how to analyse the course of events to understand these. If candidates could achieve this it would move the writing of their essays beyond narrative accounts that lack a discussion of the specific issues raised in the questions.

### Question 6

This question required a discussion on whether or not one of three laws which ended slavery in the Caribbean was designed to compensate the planters. Candidates were expected to focus on the provisions of the laws and discuss who the beneficiaries were —the planters or the enslaved. Not many candidates selected this question and, in most instances when it was attempted, candidates selected the 1833 Act which ended slavery in the British Caribbean. The laws which ended slavery in the French and Spanish Caribbean were rarely attempted. The question was poorly done because it was widely misunderstood. Candidates were unprepared for this question although the syllabus includes the 'legislative dismantlement of the slave systems' and 'passing of the Emancipation Acts'. The responses suggested that some candidates lacked the knowledge required and had prepared for questions on the decline thesis, the process of or steps to, emancipation and what occurred after emancipation. Once again, candidates seemed confused about chronology in history.

### **Module 3: Freedom in Action**

#### Question 7

This question consisted of three short extracts from primary documents that related to the social and economic experiences of the Chinese, Indian and Portuguese immigrants during the indentureship and post-indentureship periods. Candidates were asked to answer four questions (a–d) related to the extracts. This was the most popular of the document questions and the overall responses were barely satisfactory which suggested that candidates' knowledge of immigration was inadequate, especially as it related to the Portuguese as a distinct immigrant group. The responses also suggested that candidates were not very knowledgeable about the attitude of the colonial government towards the immigrants and how the ruling class facilitated the integration of the Portuguese. Candidates found difficulty interpreting at the appropriate level as they lacked the relevant breadth of knowledge required. The responses reinforced what was concluded from the other document questions (1 and 4)—that candidates found the document analysis challenging and, in far too many instances, reverted to regurgitation of what was in the documents.

#### Question 8

This question required an essay discussing the strategies used by the British-colonized Caribbean to attain independence in the 1950s and 1960s. This was not a popular question and when attempted it was poorly done. Once again, candidates were unsure of the time period addressed and the sequencing of events to produce the causes of another event. It appeared that some candidates prepared for a question on integration and so wrote on that — Federation, CARIFTA, CARICOM. Others who had some understanding of the question wrote mainly on Federation.

#### Question 9

This question asked candidates to account for the failure of the movement for independence in the French-colonized Caribbean up to the 1990s. This was one of the unpopular questions and speaks to what appears to be a challenge in teaching the history of the Caribbean to candidates in the English-colonized Caribbean. In most instances, the focus is on the English-colonized Caribbean and so candidates demonstrate a lack of knowledge of the other areas of the region. Knowledge of the French Caribbean was of Haiti, especially of the period leading up to the revolution in 1791. As a result, candidates more often than not wrote of Haiti's 'movement' to independence although the question asked about the 'failure of the movement' and addressed the twentieth century. While this misinterpretation was likely due to lack of knowledge, it invariably returns to a recurring problem—understanding the time period.

### **General Comments**

Candidates' selection of questions and their general performance on this paper indicated that they were ill-prepared for the second half of the Unit 1 syllabus. The last four questions on the paper, especially Questions 8 and 9, were poorly done as candidates not only lacked the knowledge required to give satisfactory responses but were unable to relate the questions to the historical timeline. Contributory factors may relate to the schools' calendar and

competition from co-curricula activities such as sports and other events which reduce instructional time.

An equally important issue seems to be lack of resources. This was demonstrated in the type of sources used in the School-Based Assessment projects and those cited in essays. The texts used were those written for the CSEC level. As such, candidates may not be exposed to the texts that will improve the depth of knowledge, level of interpretation and analysis required for advanced level studies. With these limitations, some candidates continue to focus on the familiar and seek to spot questions rather than prepare for the examination guided by the objectives set out in the syllabus. Teachers are encouraged to help candidates to be familiar with the requirements of each section of the syllabus—module, objectives and themes—to provide a greater understanding as to where each topic fits. Teachers are also urged to use instructional time to have candidates practise document analysis and prepare and discuss responses to essay items which demand a range of performances—assess, compare, discuss, among others.

## UNIT 2

### Paper 01 – Multiple Choice Questions

In this paper there were 15 questions from each of three modules for a total of 45 questions. The questions required candidates to have extensive knowledge of the themes as set out in the syllabus and were designed to test candidates' ability to recall and analyse historical information and evaluate and assess claims made against historical evidence. While the performance of the candidates was generally satisfactory, it is important to emphasize that this paper tests more than candidates' ability to recall information. Candidates are expected to apply all the interpretive skills that are key components of the practice of history. Candidates are to prepare for this paper just as adequately as they prepare for the essay paper.

### Paper 02 – Structured Document-Based Questions and Extended Essays

#### Module 1: Atlantic World - Interactions

##### Question 1

This question had three short documentary extracts on the European Enlightenment. Candidates were required to study the extracts and then answer four questions (a—d) on themes developed in the extracts. The responses suggested that this was not a particularly popular topic which proved surprising as, in the past, candidates seemed fairly conversant with the Enlightenment and produced some good responses. This question was poorly done as candidates encountered challenges decoding the questions, particularly Parts (b) and (d). The overall treatment of this question reinforced what has become obvious—candidates were not well prepared for the document questions. They struggled with the analysis of the documents and the higher-order questions, and the synthesis of knowledge from different sources.

##### Question 2

This question required knowledge of the reasons behind European settlements in the Americas up to 1763. Candidates were expected to discuss the assessment that economics was the motivation for settlement and should have included a discussion and evaluation of the

reasons for European settlement in the Americas. The responses were satisfactory but revealed many gaps in candidates' knowledge of the theme as well as some serious misconceptions. Candidates tended to focus on the settlement by the Spaniards only, ignoring the English, French and Dutch. They also tended to write about conquest rather than settlement. One area of confusion was between African slavery and the *encomienda* system.

### Question 3

In this question, candidates were required to discuss the factors that led to the outbreak of the French Revolution, with special reference to the role played by royal incompetence. It was expected that candidates would give a position statement indicating the relative importance of the failings of the Crown, socioeconomic problems characteristic of the *Ancien Regime* and other developments such as famine and inflated prices. The question was fairly well done with some excellent responses which demonstrated that the topic was well known. However, some candidates wrote of the Haitian Revolution and of a King Nicolas instead of the French Revolution and King Louis.

## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents on the emergence of the United States of America as an industrial power and the consequences of this development. Candidates were required to answer four questions (a—d) on the theme as presented in the documents. The question was the most popular of the document questions but candidates were clearly challenged by the technique of document analysis. The weakness in this area resulted in a generally weak performance on this question.

Candidates generally lacked depth of knowledge of the theme and sometimes confused the British Industrial revolution with the industrial revolution in the USA. The responses demonstrated that candidates did not know the specific factual details that were expected. Most surprising was their lack of understanding of terms/concepts such as 'labour movement'. This suggested that candidates need to get familiar with the vocabulary of the discipline and the substantive concepts which relate to the topics studied.

### Question 5

This question addressed the interest of the United States of America in the Caribbean from the early nineteenth century to 1945. Candidates were required to write an essay that explained the motivation for the USA's involvement in the Caribbean. Generally, responses were good but too many candidates were unclear about the political geography addressed by the question, and were not aware that they needed to write a response from the perspective of the USA. Too often the focus was on what the USA did rather than why they got involved in the Caribbean.

### Question 6

This question required an essay on the consolidation of independence in either Brazil or Venezuela. Candidates were required to *either* discuss the view that, for Brazil, consolidation was relatively easy between 1822 and 1840 *or* account for the challenges encountered by

Venezuela in consolidating its independence between 1811 and 1830. The question on Brazil was the more popular one and candidates were obviously familiar with the content. However, they wrote narrative accounts rather than focused on the requirements of the question.

Few candidates selected the question on Venezuela and it was not well done. Generally, candidates struggled with writing analytic responses. Candidates were unable to use their knowledge of the movements for independence, the delay in gaining recognition, the reasons for the delay or the factors which facilitated the recognition, in answering the question. They seemed to struggle with the term ‘consolidate’ and this revealed that candidates need to expand their reading in keeping with the requirements of advanced level history.

### **Module 3: International Relations – Conflict and Liberation**

#### Question 7

This question consisted of three short documentary extracts on the outbreak of World Wars I and II. Candidates were asked to answer four questions (a—d) related to the extracts. This was the most popular of the three document questions, and though there were a few good responses, the majority of candidates who attempted this question encountered challenges. The treatment of the question confirmed that candidates found it difficult to apply knowledge to problem solving. Too many candidates were unable to distinguish between foreign policy (the focus of the question) and domestic policy and so spent time addressing what Hitler did within Germany.

#### Question 8

This question required discussion of the factors that contributed to the outbreak of the Bolshevik Revolution in 1917, with specific reference to the role of World War I. Candidates were expected to address the fact that there was no one explanation for the outbreak of the revolution and that it was caused by an interplay of factors. The question was not only popular but was well done by several candidates. Given that a number of candidates did well on this question, it was of some concern that some candidates were unable to dissect the question and wrote on World War I instead of the Bolshevik Revolution. Every effort must be made to incorporate analysis of questions in preparation for the examination.

#### Question 9

This question required candidates to examine the reasons for the national liberation movement in South Africa from the 1950s to the 1990s. Several candidates wrote very good responses but too many of the responses indicated the challenges faced by candidates in applying knowledge to problem solving, that is, how to interpret questions. Candidates’ responses seemed to suggest that they studied the biography of Nelson Mandela and so wrote on his contributions or gave an account of his biography instead of reasons for the movement.

### **General Comments**

Candidates’ performance was generally better in Unit 2 than in Unit 1. There was the recurring concern as to the extent to which candidates were prepared for the examination and adequately focused on the objectives and themes as set out in the syllabus. Candidates were especially challenged by the document questions, and many seemed to be lacking in the skills needed for the document analysis. For the essay questions, in both Units 1 and 2, it seemed

that candidates were not sufficiently exposed to diverse types of questions and so found it difficult to interpret some questions. For example, questions which provided a statement and asked candidates to respond to the claim of the question proved especially challenging.

Candidates seemed distracted by the statements or failed to read them fully before beginning a response. In some instances, it appeared that they either did not read the questions fully or prepared particular questions and so reproduced whatever was prepared. Question 8 in Unit 2 was an example where candidates wrote on World War I instead of on the Bolshevik Revolution. Some candidates clearly need to be taught how to dissect questions and should be exposed to the different ways in which questions are formulated.

It is important to reiterate that attention must be given to inculcating the following requirements of the discipline of history:

- The importance of time. Every historical event or experience has a timeline and a context. Understanding the context and the time sequence helps in the explanation of history, that is, deciding on the cause of the event or the experience.
- Concepts that are characteristics of the discipline. This requires the explicit and purposeful teaching of historical concepts (concept teaching). This will certainly help candidates to differentiate between concepts such as war or revolt as against revolution, and should reduce the likelihood of candidates confusing concepts such as ‘emancipation’ and ‘independence’ as they did in the current exam.

### **Paper 031 – School Based-Assessment**

This paper represents the School-Based Assessment for Units 1 and 2. Candidates were required to conduct independent research over the school year with ongoing guidance from teachers.

Candidates were expected to select a topic for research relevant to the syllabus and the unit studied, place the topic in its historical context, comment on the usefulness of the sources used in the research for the study of the selected topic, formulate a thesis, write a fluent, logical, well structured and coherent account of the research findings by providing evidence to support the stated thesis. It is important too that the research paper is properly referenced and a bibliography is provided in the format used in the discipline.

The samples moderated by the examiners revealed a number of weaknesses which suggested that there were challenges in interpreting the criteria provided in the syllabus as well as the demands of the discipline of history. Some of the challenges identified in the samples were as follows:

- Poor formulation of the topic: there was some confusion as to what constituted a topic as opposed to a thesis.
- Weak formulation of a thesis. In many instances, the thesis did not pose a problem – there was nothing to discuss or debate. In two instances candidates had used questions from past CAPE examinations as their thesis statements. Candidates are encouraged to do their own research and so generate their own theses.



- Inadequate critique and use of the sources. There was very often no comment on the usefulness of the sources. Sources were not used critically, with quotes given from them and presented as part of the narrative. The problem identified here was indicative of the problem encountered by candidates in answering the documentary questions in Paper 02.
- Lack of understanding of setting and context. Candidates need to be guided in understanding the difference between setting and context and how to use such to interpret the data extracted. Some candidates were unable to narrow or focus the context for their papers and oftentimes went too far back in time, utilizing a considerable portion of the words allowed to provide this context.
- Synthesis and presentation of the research finding proved challenging as very often the final paper was a narrative account with very little discussion of the issues. The categories of analysis should be clearly linked to the issues raised in the thesis and should be clearly identified. The use of subheadings within the ‘body’ of the paper can help to give focus to it.
- The application of the rules of the historian’s craft especially as they related to the referencing style was frequently ignored. Candidates seemed unaware of the style used in the humanities and history in particular.

#### **Paper 032 – Alternative to School-Based Assessment**

This paper is the alternate to the School-Based Assessment for private candidates in both units. The candidate population continues to be very small and performance continues to be unsatisfactory. As with the School-Based Assessment, candidates seemed to encounter challenges in interpreting the requirements of the syllabus. The questions which guided candidates in reporting their research findings produced unsatisfactory results. Candidates continued to encounter challenges in completing the following aspects of the report:

- Formulating the topic. It was often vague, not specific enough, which suggested that candidates were not very conversant with the theme from which it was selected.
- Giving a rationale for selecting the topic. More often than not the rationale had no relation to the topic and no historical content.
- Identifying the sources used. Usually the type of source was given—books, newspapers, even museums, but rarely specific sources. The sources specifically identified were not usually suitable for research at this level.
- Assessing the usefulness of the sources. Performance on this aspect was clearly linked to the fact that many candidates were unable to present satisfactory sources.
- Setting the topic in its historical context. The phrase ‘up to the contemporary period’ in the question may have led some candidates to try to link the topic to the modern period, even if the topic came from the earliest times.

- Presenting findings. In most instances, the presentation was basic recall with no clearly stated focus, lacking in structure, argument and analysis. There was usually no well articulated conclusion to demonstrate the significance of the findings.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2012**

**HISTORY**

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## GENERAL COMMENTS

The examination in CAPE History maintains a consistent format for both Units 1 and 2. Since 2009, Paper 01 in both units has been examined by 45 multiple-choice questions, 15 on each module. Candidates were required to answer all questions and each correct answer was rewarded with no penalty for incorrect answers. Paper 01 contributes 30 per cent to candidates' overall grade in each unit. The questions aimed at assessing the range of content and skills covered by the syllabus.

In Paper 02, there are nine questions and candidates are required to answer three. This paper contributes 50 per cent to candidates' overall grade and assesses depth rather than breadth of knowledge. Three of the questions, one from each module, required candidates to analyse extracts from primary documents on one of the themes in the modules and bring knowledge from the secondary material to bear in addressing questions. Candidates were required to answer one of the three document-based questions. The responses were to be reasoned, clear and well-developed and specific to the issues raised. The other six questions were extended essay questions and candidates were required to answer two of these with clearly stated theses and sub-theses and well-developed and structured arguments.

Paper 031, the School-Based Assessment component, required candidates to submit a research paper on a topic selected from one of the several themes in the syllabus. This paper contributed 20 per cent to the overall grade of candidates.

For Paper 032, the Alternative to School-Based Assessment, private candidates were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three modules. This paper contributed 20 per cent to candidates' overall grade.

Candidates were expected to demonstrate mastery of skills related to the discipline of history in both Papers 031 and 032. These skills include interpretation and evaluation of sources by assessing the usefulness of the sources used in their research, collation and synthesizing of research data by providing the setting and the context of the topic, identifying the main historical data found and commenting on the significance of those findings. An important feature of this paper is the requirement that there should be proper referencing for all sources using the referencing style of the discipline of history.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple-Choice Questions

This paper tests candidates' coverage of all three modules. It comprises 15 items from each of the three modules for a total of 45 questions. The items focus on knowledge of the themes as well as interpretation and analysis of historical information. While most candidates seemed to respond satisfactorily to what was expected in this paper, some candidates found it challenging to respond correctly to questions requiring skills that were not strictly based on recall of knowledge. Candidates should be prepared to apply the skill of deductive reasoning and interpret and analyse so that they can master higher order questions.

## Paper 02 – Structured Document-Based Questions and Extended Essays

Paper 02 examined candidates' depth of knowledge of the content of the syllabus, their understanding of historical interpretation and debate, and their ability to present a well-structured, clearly expressed and coherent historical argument with supporting evidence.

### Module 1: Indigenous Societies

#### Question 1

This question had three short extracts from primary documents on the early contact between West Africans and Europeans up to 1492. Candidates were asked four questions (a–d) related to the issues as developed in these extracts. They were expected to use the extracts to help them recall the circumstances which led to contact between the people of West Africa, the assumptions held by the Europeans and the outcome of the encounter.

Candidates were expected to write short answers with reference to the issues discussed in the extracts. The challenges identified in the past were still evident this year as some candidates continued to treat the document questions as comprehension questions, using quotations from the extracts to give answers instead of bringing their knowledge to bear on the issues identified in the question. It was also clear that candidates need to pay attention to the time period cited in the preamble to the documents, the documents themselves and the questions asked. It is important that every attempt is made to delineate the phases in the expansion of Europeans into the Atlantic World so that candidates can be better prepared to apply the right body of knowledge to the questions asked.

#### Question 2

This question required an essay to compare the political and social organization of two selected indigenous groups in the Americas at different levels of development. This was the most popular question on this paper and most candidates had some knowledge of the indigenous peoples of the Americas. A few candidates provided masterful responses in comparing the two groups with clearly defined categories of analysis; however, there were those who just described in sequence the different features of these civilizations. Some candidates still have challenges identifying the historical data relative to the concepts of *political* and *social*.

#### Question 3

This question required a discussion of the relative role of diseases from Europe in the Spanish conquest of the Americas. Candidates were expected to not only discuss the impact of diseases but to say why these diseases proved to be such massive killers and discuss other contributory causes of the conquests, once they discussed the role of diseases. Most candidates who attempted this question were conversant with the role of diseases but there were those who focused on the role of diseases to the exclusion of all other factors. They ignored the requirements of the question to *discuss the extent*, that is, make an assessment.

## **Module 2: Slave Systems – Character and Dismantlement**

### Question 4

This question had three short extracts from primary documents that related to the dismantling of the slave system in the Caribbean. Candidates were required to answer four questions (a–d) on this theme as it was discussed in the extracts. This was a fairly popular question but some of the responses were somewhat surprising; candidates were unable to make a distinction between the abolition of the slave trade and slavery as well as to distinguish between what led to/cause [reason for] and the aftermath/effect/consequences. Too many candidates wrote of the examples of gradualism, for example, the apprenticeship system, rather than the reasons for that approach. This, as with so many other questions which require candidates to consider causes, indicate that there is a challenge for candidates as it relates to causation in history. This is an important part of the discipline and every effort should be made to clarify this for candidates.

### Question 5

This question required candidates to provide well-developed explanations of the philosophical and institutional foundations of chattel slavery by delineating the justification provided for its existence and the structure put in place to support its institutional framework. Candidates were expected to demonstrate an understanding of the contradictions inherent in the system, paying specific attention to the activities of the enslaved in carving out an economic and culturally *independent* life of their own. This was the least popular question. It was clear that candidates were not introduced to the idea of contradictions in the system of chattel slavery. A few candidates were not aware of the distinction between the encomienda system and chattel slavery.

### Question 6

This question required candidates to discuss the reasons for the success of the Haitian Revolution of 1791–1804. Candidates were expected to identify the fact that the revolution was more than a slave revolt and that the different components of the revolution — slave revolt, war of independence and international war — contributed to the difficulties France and the ruling classes in St Domingue faced in suppressing the revolt. A significant number of candidates selected this question and, in most instances, demonstrated some knowledge of the revolution. However, many responses indicated that candidates were challenged by the demands of the question even though the wording was straightforward. The problem identified was not specific to this question — it related to candidates' ability to interpret the question, how to use knowledge and how to distinguish between the cause of an action and the action itself.

## **Module 3: Freedom in Action**

### Question 7

This question consisted of three short extracts from primary documents that related to the social and economic reconstruction in Haiti, 1804–1825. Candidates were asked to answer four questions (a–d) related to the extracts. The responses suggested that candidates were not very knowledgeable about the post-independent development of Haiti. The responses reinforced that candidates found the

document analysis challenging and suggest that candidates need to be encouraged to reflect on the *facts* of history in order to develop a sense of historical understanding and to aid them in interpretation.

#### Question 8

This question required an essay discussing the factors which led to the development of the integration movement within the British Caribbean. Candidates were expected to examine both internal and external factors and address significant attempts at integration — Federation, CARIFTA and CARICOM. Candidates were not ignorant of the topic but some saw integration as equal to Federation while others could tell of the attempts at integration, discussing milestones, but were unable to enunciate the factors.

#### Question 9

This question asked candidates to account for the ascendancy of Fidel Castro as leader of Cuba in 1959. They were expected to indicate in the responses that Castro's rise to power/leadership in Cuba was due not only to his brave and revolutionary actions and the socio-political conditions of Cuba but also to his personality, demonstrated patriotism and the support of other leaders as well as the nature of Batista's regime. The responses indicated that candidates had a problem with historical timelines, and so causation in history. They too often wrote of Castro in power rather than Castro coming to power. There were also instances of incorporating events that were too far removed to have been a factor such as the ten years war of 1868–1878. A basic skill needs to be taught as a precursor to the teaching of causation — how to develop a timeline/dateline so that relationships between events can be recognized.

#### **General Comments**

This year's performance in this unit was below par and was surprising given the straight-forward nature of the questions. Candidates' general performance on this paper indicated that many were ill-prepared for the second half of the Unit 1 syllabus. An equally important issue continues to be the need for greater innovation in teaching familiar areas of history.

### **UNIT 2**

#### **Paper 01 – Multiple Choice Questions**

This paper was designed to test candidates' ability to recall and analyse historical information, evaluate and assess claims made against historical evidence. There were 45 questions, 15 questions from each of the three modules. To answer the questions candidates were required to have extensive knowledge of most of the themes as set out in the syllabus, to recall information related to those themes as well as apply all the interpretive and analytic skills that are central to the practice of history. It is important to emphasize that candidates are expected to prepare for this paper just as adequately as they prepare for the essay paper. While the performance of candidates was generally satisfactory, there were some questions that proved challenging as candidates found it difficult to weigh the evidence provided to support or challenge a claim.

## Paper 02 – Structured Document-Based Questions and Extended Essays

### Module 1: Atlantic World – Interactions

#### Question 1

This question had three short documentary extracts on the West African response to European contact up to 1800. Candidates were required to study the extracts and then answer four questions (a–d) on themes developed in the extracts. The responses suggested that this was a popular topic which is in keeping with the fact that the slave trade is a popular theme in the schools' curriculum. Candidates however found Parts (c) and (d) difficult as they were unable to make the distinction between the *changes to West African society* because of impact of the trade in gold and slaves on West African society and the *changes in the nature* of the slave trade. The responses suggested that candidates treated the study of the trans-Atlantic trades as a trade between Africa and the Caribbean and did not give sufficient attention to all aspects of the trade, the dynamic nature of the trade and its changing impact on Africa.

#### Question 2

This question required candidates to assess the impact of the eighteenth century Enlightenment on the place of religion in European society — the church's control of education and intellectual life in Europe up to the eighteenth century. It was not a very popular question which was unexpected as in the past candidates demonstrated fairly good knowledge of the European enlightenment and its far-reaching impact. While this was not a popular question, only a few of those who attempted the question failed to relate the ideas with the central issues of the question, *the shift from the centrality of the religious thought...* Candidates were expected to do more than merely relate the ideas of the Enlightenment. An excellent response would address the issue of the centrality of religion and the shift from the centrality, the move towards secularization of the society, would note that the Enlightenment involved more than a reaction against religion, discussing its reaction against the political, social and economic systems of the age.

#### Question 3

In this question, candidates were required to discuss the consequences of the French Revolution of 1789 for France and the Atlantic World up to 1800. Candidates were expected to demonstrate knowledge that the French Revolution was a significant event which had repercussions beyond France. Essays should have addressed the impact in France and Europe as well as in the Americas, including Haiti. Most candidates demonstrated knowledge of the French Revolution but some wrote of the causes rather than the consequences. The confusion between causes and consequences suggests the need for candidates to be exposed to a template, a way to map historical events and to be guided in how to apply such a map/template to any and every event.



## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents related to the United States' intervention in the Caribbean and Latin America up to 1917. Candidates were required to answer four questions (a—d) on the theme as presented in the documents. The question was not only the least popular of the document questions but the responses were the weakest of the questions attempted in Module 2 in this paper. The responses demonstrated lack of knowledge of the specifics of the theme and a failure to pay attention to the timeline of the documents and the questions asked. The document questions continue to be a problem for candidates who tend to approach the question more as a comprehension exercise than as an analysis of historical documents to which knowledge of the wider historical context is brought to bear in problem solving.

### Question 5

This question examined the claim that trans-Atlantic trades made an enormous contribution to Britain's industrial development. Candidates were expected to make reference to the debate among historians as to the contribution made by Britain's colonies of the Atlantic World to the Industrial Revolution. The responses should have included the claim that by the eighteenth century those involved in the Atlantic production had accumulated substantial profit that was needed and used in the industrial expansion. This was the most popular question in both the module and the paper in general and the performance was satisfactory. However, while most candidates were knowledgeable about the slave trade, too often the links were not made between the trade and the specifics of the question ; some responses dwelled too much on the trade itself and examined the effect on Africa. Points made were not effectively developed. The best responses discussed the contribution of the trans-Atlantic trades to the British Industrial Revolution and demonstrated awareness of the fact that there was a debate among historians — some candidates were able to do this and produced balanced responses.

### Question 6

This question required candidates to discuss the main features of national development in either Brazil or Venezuela after independence and up to 1900. Candidates were expected to focus their explanation on political, economic and social aspects of national development in Brazil or address both the political and economic development of Venezuela from the recognition of independence in 1823 to the end of the nineteenth century. The question was the least popular of the paper but for those who chose to do this question, the majority selected Brazil. The responses were generally weak with knowledge of Venezuela very limited. The responses for Brazil too often discussed factors leading to independence rather than the features of national development. The quality of the responses reflected a weakness noted generally — candidates are challenged in differentiating between cause and effect. The study of historical phenomena often ends with the culmination of the situation with little attention given to the aftermath.

### **Module 3: International Relations – Conflict and Liberation**

#### Question 7

As with other documentary questions, this question consisted of three short documentary extracts. These extracts were related to Nazism in Germany up to 1945. Candidates were asked to answer four questions (a–d) related to the extracts. This was not the most popular of the three document questions, and those who attempted it did not do a good job; too often they merely summarized and repeated the contents of the document. Generally, this question was poorly done, though Parts (c) and (d) were better handled than the other parts.

#### Question 8

This question required candidates to assess the contribution of Nelson Mandela to the liberation movement in South Africa. Candidates' responses should have focused on the leadership role played by Mandela as well as the strategies he designed to undermine the system of apartheid while addressing other factors in the liberation movement, including the role of others who shared in the movement. It was not a popular question and those who attempted it tended to write descriptive accounts and to write generally on Mandela's background with little substantive discussion on his contribution. Here a recurring issue was identified in candidates' responses — difficulty in the use of knowledge through interpretation and analysis geared at problem solving.

#### Question 9

This question required candidates to discuss the view that World War II resulted not only from the actions of Germany but also from the policies of Britain and France. Candidates were expected to demonstrate that they were critically aware of the significance of Germany's aggression as well as the importance of the Anglo-French policy of Appeasement in the unfolding of the events that contributed to the outbreak of war in 1939. They should have noted the connection between the two World Wars in explaining Germany's responsibility. This was a fairly popular question and saw candidates performing better than they did on Questions 7 and 8. However, they tended to focus on the drafting of the Treaty of Versailles and limited the discussion to the role of Britain and France in that, ignoring the appeasement policy which followed. Candidates' responses reflected limited preparation and a lack of understanding of the different historical linkages, the possible relationship between consequences of one event and the causes of events which followed.

### **General Comments**

As noted in the past, candidates' performance was generally better in Unit 2 than in Unit 1. While the questions were quite straightforward, candidates were challenged in applying knowledge to the problem to produce a reasoned response. Candidates continued to be challenged by the document questions; responses suggest that they still have difficulty in applying knowledge to higher order questions. This difficulty was reinforced in the essay questions, in both Units 1 and 2. In some instances, it appeared that candidates prepared to answer specific questions and were unable to use the knowledge from such questions in other questions on the same theme. There needs to be a concerted effort to get candidates to prepare themes in conjunction with the specific objectives if they are to be given the best chance to produce excellent work.

Overall, in this year's examination, performance suggests that the majority of candidates lack wide ranging historical knowledge and were unable to write high level analytical essays as they did not have a good understanding of different historical interpretations. These limitations were not helped by the challenge they faced in producing very well structured and fluently written responses. These skills have to be taught.

It was observed, however, that where candidates in fact had knowledge of the topic related to the questions attempted but fell down in the use of their knowledge and struggled with the development of answers, essay writing skills/techniques seemed to be generally weak. Students need to learn how to answer essay questions; very often they produced rambling responses which lacked structure, and bore no relation to the question asked. These weaknesses adversely affected their performance. Students need to be taught how to develop a thesis, write an introduction, identify categories of analysis and write a conclusion. This will help them to focus on the theme of the essay, avoid rambling introductions and straying from the issue(s) addressed by the question. Interpretation of the instructions also proved a problem — what does *examine*, *evaluate*, *assess*, require of a candidate? Clearly, there is need for revisiting the higher order skills required in the practice of history.

It must be emphasized that candidates need to learn how to write a well-structured essay to include a clear and purposeful introduction and conclusion. These should lead to and follow from the relevant arguments presented in the development of the essay to substantiate their thesis which should be well established by the end of the introductory paragraph. Candidates need to pay attention to the syllabus and issues such as timeline, cause/consequence.

### **Paper 031 – School Based-Assessment (SBA)**

This paper represents the SBA for Units 1 and 2. Students were required to conduct independent research over the school year with ongoing guidance from teachers and to demonstrate in the final project their understanding of the basic conventions of the discipline of history.

Students were expected to:

1. Select a topic for research relevant to the syllabus and the unit studied
2. Place the topic in its historical context
3. Comment on the usefulness of the sources used in the research for the study of the selected topic
4. Formulate a thesis
5. Write a fluent, logical, well structured and coherent account of the research findings by providing evidence to support the stated thesis.
6. Provide a properly crafted reference [foot/endnotes], citing authors used in the research and acknowledging the source of quotations
7. Provide a bibliography in the format used in the discipline.

This SBA component continues to be plagued by the same problems identified in the past:

- There was no clearly stated topic and there was continued confusion of the topic of research with the thesis. This view is strengthened by the way the cover sheet for the research paper is completed; the thesis is more often than not given as the title of the research paper.

- The formulation of a clear and testable thesis. Theses were poorly formulated.
- References were not properly done.
- Evaluation of sources — students cited sources, they did not evaluate them.
- Use of sources appropriate to CAPE level.
- Adhering to the conventions of the discipline.
- Development of arguments in support of thesis where identified.
- The need to be more analytic in their work, relying less on mere narrative.
- Teachers need to show evidence that projects have been examined by them.

*There seems to be some confusion as to what should constitute the structure of the paper submitted and the criteria for assessment.* This needs to be clarified if both the performance of students and the moderation process are to be advanced.

### **Paper 032 – Alternative to School-Based Assessment**

This paper is the alternative to the SBA for private candidates in both units. Very few candidates register for this paper. Challenges identified with the alternative paper are long-standing ones. Some of these are given below.

- Candidates generally do not provide a topic for their project.
- Candidates launch into providing a rationale for doing a project on a topic not identified.
- Sources used are not identified with full bibliographic details; instead candidates write about the features of primary and secondary sources; they do not know how to reference Internet-based sources. Candidates have difficulty with assessing the usefulness of sources (Question 4b) and in discussing the historical setting (Question 5).
- Question 6 required candidates to give the major findings. They were rarely able to say what these were or to indicate their significance.
- In most cases, there was no clearly stated topic and there was continued confusion of the topic of research with the thesis.
- Theses were poorly formulated and references were not properly done. For Paper 032, candidates generally showed very limited knowledge of what constituted an appropriate source.
- Candidates struggled with deciding what constituted the historical setting and what was considered significant as required for Question 6(c).

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**HISTORY**

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## GENERAL COMMENTS

The 2013 examination in CAPE History retained the format established since 2009. The subject is examined in three papers for both Units 1 and 2.

Paper 01 is examined by 45 multiple-choice questions, 15 on each module and contributes 30 per cent to candidates' overall grade in each unit. The objective was to assess the range of content and skills covered by the syllabus. Candidates were required to answer all questions and each correct answer was rewarded, with no penalty for incorrect answers.

Paper 02 is examined by nine questions, three on each module and contributes 50 per cent to candidates' overall grade. The paper aimed at assessing depth rather than breadth of knowledge. Candidates were required to answer three questions one from each module, one of which had to be a document-based questions. Questions 1, 4 and 7 from Modules 1, 2 and 3 respectively were document based and required candidates to analyse extracts from documents on one of the themes in the modules. They were expected to bring knowledge specific to the issues raised from the general literature to bear in reasoned, clear, well-developed responses. The other six questions were extended essay questions and candidates were required to answer two of these with clearly stated theses and sub-theses and well-developed and structured arguments.

Papers 031 and 032 tested candidates' mastery of skills related to the discipline of history. These skills include interpretation and evaluation of sources by assessing the usefulness of the sources used in their research, collation and synthesizing of research data by providing the setting and the context of the topic, identifying the main historical data found and commenting on the significance of those findings. An important feature of these papers is the requirement that there should be proper referencing for all sources using the referencing style of the discipline of history.

Paper 031, the School-Based Assessment component, required candidates to submit a research paper of no more than 2200 words on a topic selected from one of the several themes in the syllabus. This paper contributed 20 per cent to the overall grade of candidates.

Paper 032, the alternative to the School-Based Assessment, was taken by private candidates who were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three modules. This paper contributed 20 per cent to candidates' overall grade.

## DETAILED COMMENTS

### UNIT I

#### Paper 01 – Multiple-Choice Questions

Candidates' coverage of all three modules in Unit 1 was tested by 45 multiple-choice questions, 15 from each module. They were required to have knowledge of the themes as well as use such knowledge in the interpretation and analysis of historical information. Candidates should be prepared to apply the skill of deductive reasoning and interpretation and analysis so that they can master higher order questions.

## Paper 02 – Structured Document-Based Questions and Extended Essays

Paper 02 examined candidates' depth of knowledge of the content of the syllabus, their understanding of historical interpretation and debate, and their ability to present a well-structured, clearly expressed and coherent historical argument with supporting evidence.

### Module 1: Indigenous Societies

#### Question 1

This question had three short extracts related to early contact between Europe and the Americas prior to 1492. Candidates were asked four questions, (a)–(d), related to the issues as developed in these extracts. They were expected to take a methodological approach to interpreting the extracts and answering the question. Specifically, they were expected to demonstrate an understanding of how historians make use of different types of evidence in making and supporting historical interpretations. Not many showed this capacity. Further, this was not a popular question. Candidates did not appear to have the tools needed to use the knowledge they had beyond recounting such knowledge.

It was also clear that candidates needed to pay attention to that part of the syllabus that speaks of the skills of the historian — evaluating evidence. The responses indicate the ongoing problem identified in the past with the document questions — the treatment of the extracts and related questions as comprehension exercises and the tendency to paraphrase the extracts as responses.

#### Question 2

This question required candidates to identify key features of an advanced indigenous civilization and provide evidence that these features existed in the indigenous societies before the sixteenth century. They were required to demonstrate that these societies were well-organized with a clearly identifiable social structure, a social welfare system as well as a philosophy for their existence. This was one of the more popular questions on this paper and most candidates had some information on the indigenous peoples of the Americas although some were not able to sufficiently distinguish between the several groups of indigenous peoples. Far too many found it difficult to use the knowledge to prove that the selected group was advanced; the answers in some instances were merely accounts of the life of the selected group.

#### Question 3

This question required candidates to discuss different forms of resistance, including cultural resistance and violent resistance employed by the indigenous peoples of the Americas to the Spanish attempts at domination up to 1600. Many of the candidates who attempted this question were not able to distinguish between resistance by enslaved Africans after 1600 and the ways in which indigenous peoples resisted. It was clear the candidates had limited understanding of historical timelines and historical context and setting.

## **Module 2: Slave Systems – Character and Dismantlement**

### Question 4

This question was based on three short extracts from primary documents that related to the institution of slavery in the Caribbean. Candidates were required to answer four questions, (a)–(d), on aspects of this theme as discussed in the extracts. The responses reveal that candidates not only lacked depth and breadth of knowledge on a core area of Caribbean history, but were unable to use what knowledge they had to explain issues related to slavery. Candidates were challenged in going beyond the recall of the usual information; for example, their knowledge of gender issues on the plantation was often limited to the role of women. Item (d), required candidates to call on their knowledge of the plantation system and their understanding of how the enslaved were organized in terms of labour. More importantly however it required them to engage in inferential thinking. They showed a general inability to do so.

### Question 5

Candidates were expected to discuss the ways in which the conditions under which the enslaved lived and worked in slavery adversely affected life expectancy on the plantation. They were required to examine the causal relationship between reproduction practices on the slave plantation and mortality of the enslaved. This was a very popular question. It was clear that most candidates who attempted this question had satisfactory knowledge of the topic and were able to appropriately apply it to the demands of the question with reasonable coherence.

### Question 6

Candidates were expected to discuss what the selected rebellion achieved, stating whether or not it achieved its goal, how the ruling class responded to it, how it affected the attitudes to the enslavement of Africans, as well as examine the impact of the revolt on the system of slavery. A significant number of candidates attempted this question and demonstrated some knowledge of the selected revolution. However, many responses pointed to a recurring problem; candidates are challenged by questions which required them to distinguish between the cause of an event, the course of an event and the impact, outcome or consequences of an event. Candidates who selected the Berbice revolt showed by their responses that they had not mastered the complexities involved in this particular revolt and the challenges involved in discerning the consequences of the actual outbreak as these emerged both during and as a result of the outbreak of the revolt itself.

## **Module 3: Freedom in Action**

### Question 7

This question consisted of three short extracts from primary documents that related to the establishment of the peasantry in the Caribbean in the nineteenth century. Candidates were asked to answer four questions, (a)–(d), related to the extracts. This was the most popular question. The responses indicated that while candidates had some knowledge of the peasantry, that knowledge was limited; most candidates relied on general information on the peasantry when the questions required specific knowledge of the different territories — Barbados, Jamaica and British Guiana — as treated in texts recommended at the CSEC level.



They were best able to write about the impact of the peasantry on the Caribbean, the (d) component of the question.

### Question 8

Candidates were required to identify the strategies used by the people of the British colonized Caribbean to establish independence movements from the 1930s. They were expected to address the formation of the trade union movement, political parties, demonstrations, strikes and protests and other initiatives aimed at political reform. While a significant number of candidates attempted the questions, the responses demonstrated that they lacked the knowledge required to answer the question. Some candidates were not clear about the difference between emancipation of the nineteenth century and independence of the twentieth century. They also confused independence with integration movement.

### Question 9

Candidates were required to examine the policy of France towards her colonies at the time of decolonization in the region, the conditions which existed in the French Caribbean which encouraged the decision as well as the reasons the people of Martinique and Guadeloupe chose to accept departmentalization rather than independence. This was the least popular question and the responses demonstrated that candidates were ill-prepared in this section of the syllabus.

### **Further Comments**

The general performance on this paper indicated that candidates have limited knowledge of some areas of the syllabus and have not improved their general knowledge beyond CSEC knowledge, especially in relation to deepening the level of their analytic skills. They were not prepared for Module 3 of Unit 1 of the syllabus. It is also clear that candidates were not fully conversant with how to use the diverse pieces of historical knowledge to formulate an argument around a central idea or thesis. This is compounded by what appears to be the practice of candidates preparing and being prepared for the examination by focusing on the questions from past examinations rather than on the specific objectives of the themes.

## **UNIT 2**

### **Paper 01 – Multiple-Choice Questions**

The multiple choice items were designed to test candidates' knowledge of the syllabus across all three modules of the syllabus and their ability to apply the interpretative and analytic skills of the discipline of history. There were 15 items on each module for a total of 45 questions

### **Paper 02 – Structured Document-Based Questions and Extended Essays**

#### **Module 1: Atlantic World - Interactions**

### Question 1

This question was based on three short extracts on European settlement and rivalry in the Americas up to 1600. Candidates were required to study the extracts and then answer four questions, (a)–(d), on issues raised in the extracts. There were some fairly good responses but

there were some concerns since many candidates were not able to identify the different phases of the conflict between the interlopers and the Spaniards. Candidates were not able to distinguish between the reasons for attacks on Spanish fleet from attack on Spanish colonies.

### Question 2

This question required candidates to assess the impact of the American War of Independence on the continental USA and on the wider Atlantic World. Candidates were required to demonstrate an understanding of how the War of Independence contributed to the continuing rivalry among European nations in the Atlantic World and how that informed the outcome of the war. They were expected to examine the outcome/impact on the 13 colonies and England and other European nations with interest in the Americas. This was the least popular question for Unit 2, Paper 02 and some of those who attempted the question discussed the causes of the War of Independence although the question specifically asked for the impact. Those who dealt with the impact of the war focused mainly on the impact on the wider Caribbean with limited knowledge of the impact on the continental USA itself beyond the achievement of independence. Candidates tended to apply generalized knowledge of the relationship between Britain and her colonies to decide on the impact of the war.

### Question 3

This question required candidates to discuss how the ideas of the European Enlightenment contributed to the outbreak and development of the French Revolution of 1789. Candidates were required to demonstrate an understanding that the Enlightenment gave birth to ideas that had a far-reaching impact, providing ideas which challenged the existing political, economic and social practices in France. They were expected to examine how specific ideas were applied to France's *Ancien Regime* and caused the overthrow of the then government as well as shaped the revolutionary government. This was the most popular question in the module but candidates' performance varied. While a few candidates confused the Enlightenment with industrialization, some demonstrated a total grasp of the requirements of the question, making a clear link between Enlightenment and the French Revolution. While some candidates were well informed about the ideals of the Enlightenment and the causes of the French Revolution, they failed to make the link between the two. They tended to treat the question as if it required an evaluation of the several causes, rather than an examination of one factor. They wrote responses that had appropriate information but fell short on the use of that knowledge to treat with the specific requirements of the question.

## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents related to industrialization and economic growth in the United States up to 1900. Candidates were required to answer four questions, (a)–(d), on the issues raised in the documents. The question was fairly popular but the responses point to the challenges candidates faced in understanding the distinction between the concepts of the 'nature of work' and the 'conditions of work'. The candidates' responses suggest a lack of knowledge of the work of individuals such as Thomas Edison. Some candidates found it difficult to apply the principle of Social Darwinism to the question and so included information on biological factors in the responses. As with other document questions, candidates struggled to make inferences from the documents.

### Question 5

This question required candidates to explain how the concept of Manifest Destiny led to continental expansion in the United States up to the 1860s. Candidates were expected to demonstrate an understanding of the origins and meaning of the concept of Manifest Destiny and how it became both the motivation for, and the justification of the USA's quest to incorporate the lands, settled and unsettled by the European migrant nations into the union. It was expected that the responses would include knowledge of specific information on the progressive incorporation of different parts of the continent by 1867. Candidates demonstrated that they had a clear understanding of the concept of Manifest Destiny but many were unable to explain its justification. They knew about the expansionism of the USA but were not always able to select the data specific to the continental USA and diverted to a discussion of the USA's expansion into the Caribbean.

### Question 6

For this question, candidates were required to explain the main feature of the independence movement in either Brazil or Venezuela. Candidates were expected not to merely describe the course of the movements for independence but also demonstrate their understanding of what constitutes the main/defining characteristics and events of the movements. Most candidates attempted the question on Brazil with only a few attempting the question on Venezuela; those who wrote on Venezuela had very little knowledge. Most candidates had knowledge of Brazil but were challenged to move the responses beyond providing information in a descriptive or narrative way to an explanation of the information as a factor or significant feature of the independence movement.

## **Module 3: International Relations – Conflict and Liberation**

### Question 7

This question consisted of three short documentary extracts related to Mohandas (Mahatma) Gandhi and the nationalist movement in India. Candidates were asked to answer four questions, (a)–(d), related to the extracts. The responses indicated that while candidates had some knowledge of Gandhi's contribution to the nationalist movement, especially his non-violent approach, they lacked knowledge of other important aspects of his work, for example, his support for the Khalifat movement. Too many candidates quoted directly from the documents in their answers. They found the questions which required more than recall challenging as they were unable to draw inferences from the documents in the (d) component of the question.

### Question 8

In this question, candidates were required to discuss the conditions which led to the outbreak of the Russian Revolution of 1917. They were expected to provide details of the main factors and interplay of factors which led to the Russian Revolution and show their relationship in causing the revolution. Candidates were conversant with the course of the Russian Revolution of 1917 and responses showed satisfactory interpretation, however too many candidates settled for writing narrative accounts.

### Question 9

In this question candidates were required to discuss the extent to which the Treaty of Versailles in 1919 led to the outbreak of World War II. Candidates were expected to give a thesis statement which indicated the extent to which the Treaty of Versailles may have created some of the conditions which contributed to World War II. They were expected to make it clear that there were other contributing factors and to indicate the relative significance of these factors. This was a fairly popular question and candidates were not only conversant with the required knowledge, but some were able to give reasonably good analysis. In quite a number of cases however, candidates literally rewrote the thesis embedded in the question itself by writing too little on the contribution of Versailles to World War II, and discussed at length other factors which were also linked to the war. In doing so they failed to demonstrate convincingly the significance of Versailles to the overall outbreak of World War II.

### **Further Comments**

This year's performance in Unit 2 was in keeping with the pattern established over the years as candidates seem more prepared for this paper than they were for Unit 1. There was greater coverage of the syllabus as reflected in how candidates selected questions and how they performed. The challenges however are generally the same as those identified in Unit 1 — the absence of the skill sets needed to treat the document questions in a satisfactory manner, the lack of depth of knowledge of some themes, the challenge in interpreting questions, deciding on what questions require and the tendency to apply model responses to questions on a given topic without taking note of the specific demands of the question.

For both units, there appeared to be some improvement in the overall quality of the language skills of candidates although there continues to be weaknesses in general expression, spelling, choice of words and paragraphing. A persistent problem is the issue of comprehension which affects candidates' ability to interpret questions.

### **Paper 031 – School-Based Assessment**

This aim of this paper was to assess students' ability to conduct independent research under the guidance of teachers. Projects submitted should demonstrate students' understanding of the processes involved in doing basic historical research as well as their use of the conventions of the discipline of history. Projects continue to demonstrate that sufficient attention is not being given to conventions of the discipline. Students continue to demonstrate that they

- are unclear about what constitutes a thesis and what distinguishes it from a title for the project or a research question
- are not able to integrate critique of the sources used in their project
- are not informed about how to use quotations
- are not fully conversant with how to write about historical context and setting
- do not know how to provide evidence specific to the thesis, develop an argument through discussion of diverse issues
- do not understand how to link the conclusion to the thesis

- are not sufficiently conversant with the conventions of the discipline as it relates to providing end/footnotes and compiling a bibliography
- continue to limit the quality of their analysis and depth of knowledge by the continued dependence on texts created for the CSEC syllabus.

This paper continues to be fraught with challenges as the submitted projects

- are not always correctly matched to the unit for which they are submitted
- are not properly proofread before submission
- exceed the limit of 2200 words and sanctions are not applied for projects that do
- use the rubric for grading (meant for the teacher) as a template for the project
- are photocopies of the original.

### **Paper 032 – Alternative to School-Based Assessment**

This aim of this paper was to test the ability of private candidates to carry out independent research. Only a few candidates registered for this paper and the responses reflected the ongoing challenges candidates face in clearly stating the topic of their research, writing a rationale in keeping with the discipline for the topic selected, understanding what is meant by ‘source’ with full bibliographic details, assessing the usefulness of sources, and explaining the historical setting. This year there were a few responses which met the requirements but candidates need guidance in preparing for this paper.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2014**

**HISTORY**

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## GENERAL COMMENTS

CAPE History offers examinations in two units, both of which are examined in three papers in the format established since 2009.

Paper 01 is examined by 45 multiple-choice questions — 15 on each module — and contributes 30 per cent to the candidates' overall grade in each unit. The objective of the examination is to assess the range of content and skills as set out in the syllabus. Candidates are required to answer all questions.

Paper 02 is examined by nine questions in three sections. There are three questions on each module, contributing 50 per cent to candidates' overall grade. The paper is aimed at assessing candidates' depth and use of knowledge, as well as the skills related to the discipline of history as set out in the syllabus. Candidates are required to answer three questions — one from each module (section), and one of which must be a document-based question. Questions 1, 4 and 7 from Modules 1, 2 and 3 respectively are document based and require candidates to analyse extracts from documents on one of the themes in the modules. Candidates are expected to bring knowledge specific to issues raised from the general literature to bear in reasoned, clear, well-developed but concise responses. The other six questions are extended essay items and candidates are required to answer two of these with clearly stated theses and sub-theses as well as well-developed, well-structured and clearly expressed arguments and conclusions.

Papers 031 and 032 test candidates' mastery of skills related to the discipline of history, with specific reference to researching and synthesizing historical information from different sources. These skills include interpretation and evaluation of sources by assessing the usefulness of the sources used in their research. Candidates are also required to collate and synthesize research data by providing the setting and context of the topic, identifying the main historical data found and commenting on the significance of those findings. An important feature of these papers is the requirement that there should be proper referencing for all sources using the referencing style of the discipline of History.

Paper 031, the School-Based Assessment (SBA) component, requires candidates to submit a research paper of no more than 2200 words on a clearly identified topic selected from one of the several themes in the syllabus. This paper contributes 20 per cent to candidates' overall grade.

Paper 032, the Alternative to the SBA, was taken by private candidates. The candidates were expected to demonstrate that they had carried out a research activity on a topic related to one of the six themes in the three modules. This paper contributed 20 per cent to candidates' overall grades.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple Choice

Candidates' coverage of all three modules in Unit 1 was tested by 45 multiple-choice questions — 15 from each module. For this paper, candidates were expected to demonstrate knowledge and reasoning skills such as interpretation and analysis. The exercise of these skills is critical to the mastery of higher order questions which are used at this level.

#### Paper 02 – Structured Document-Based Questions and Extended Essays

Paper 02 examined candidates' depth of knowledge of the content of the syllabus, their understanding of historical interpretation and debate, and their ability to present a well-structured, clearly expressed and coherent historical argument with supporting evidence.

#### Module 1: Indigenous Societies

##### Question 1

This question had three short extracts related to Spanish settlement in the Americas up to 1600. In Parts (a) to (d), candidates were asked questions related to issues as addressed in these extracts. They were expected to take a systematic approach to interpreting the extracts and answering the questions. Specifically, they were expected to demonstrate an understanding of how historians make use of different types of evidence in making and supporting historical interpretations. Of the 24 per cent of candidates who opted to do this question, 76 per cent gave satisfactory responses. While some of the candidates received scores at the higher band of the range of marks, the majority produced average responses. It was evident that candidates were generally knowledgeable about the topic tested but needed to pay attention to the command verbs, note carefully the period addressed by the document and questions, and read the questions fully instead of only responding to a single word, for example, *encomienda* used in the questions. Attention should be given to the areas of the syllabus which deal with evaluating evidence and techniques used in document questions; some candidates still focus entirely on the information in the extracts to answer the question.

Candidates should avoid treating the document question as an extended essay; each part should be clearly labelled as given in the question and each question specifically answered with discrete responses. This will facilitate focused responses and demonstrate the candidates' full understanding of the requirements of each part of the question.



### Question 2

This question required candidates to examine the nature of the contact between West Africa and Europe up to 1492. They were required to demonstrate the understanding that Portugal was the European country which was in contact with West Africa up to 1492, and indicate awareness that other European nationals were involved. Their responses were expected to indicate the predominantly commercial nature of the contact and main commodities that were of interest to the Portuguese while exploring other aspects of the contact, for example, the political relationship.

This was not a popular question and most candidates who attempted it misinterpreted the focus of the question. Of the eight per cent of candidates who attempted this question, approximately eight per cent gave satisfactory responses. The responses indicated that candidates were not conversant with the time period or the geographic location addressed by the question. Candidates who attempted this question wrote on the basis of the connection they made with a few key words such as *contact*, *Europeans* and *Africans*. They seemed to have missed that part of the question which indicated that the focus was on contact between these two groups on the African side of the Atlantic and before or up to 1492. Most candidates therefore wrote on the contact of Africans with the Americas before Columbus. The few candidates who attempted the question had vague and general knowledge in respect to contact of Europeans with Africa. Candidates were clearly unprepared for the objective that was tested.

### Question 3

This question required candidates to discuss the political, social and economic organization of the society of one of three indigenous groups who lived in the Americas before the arrival of the Spaniards. This was the most popular question and of the 52 per cent of candidates who attempted it, 71 per cent scored satisfactory marks. Most candidates wrote of the Tainos and it was obvious that candidates who wrote on the Kalinagos and the Tupi had limited knowledge of these groups. While there were a number of good responses, it was evident that some candidates were not sure about the distinction between the several indigenous groups of the Americas and sometimes included information about other mainland groups in their responses. Others spent too much time comparing the different groups and did not focus on the demands of the questions. Attention must be given to developing an understanding of the basic concepts used in the classification of historical data; for example, candidates should be exposed to the distinctions between the concepts *social*, *political* and *economic* as well as how they interface.

## Module 2: Slave Systems – Character and Dismantlement

### Question 4

This question was based on three short extracts from primary documents that related to the physical and legislative dismantlement of the slave systems in the Caribbean. In Parts (a) to (d), candidates were required to answer questions on issues related to the theme as discussed in the extracts. Twenty-five per cent of the candidates answered this question and 63 per cent of these scored satisfactory marks. The responses reveal that candidates were knowledgeable about the strategies employed and the reasons for parliamentary support for the ending of slavery, but were challenged in interpreting what was meant by *perception* and in distinguishing between the benefits and advantages for planters and enslaved respectively. Responses demonstrated that candidates need to become familiar with the Acts of Emancipation, that is, the provisions as set out in the different clauses.

### Question 5

This question required candidates to evaluate the claim that “the outcome of the Haitian Revolution in 1804 resulted from favourable circumstances.” Candidates were expected to discuss circumstances which were favourable to the success of the revolution as well as other contributing factors. They were expected to demonstrate that the factors were both internal and external to Haiti.

Twenty-six per cent of the candidates who sat this paper attempted this question and 63 per cent scored satisfactory marks. There were some very good responses but several candidates were challenged in applying knowledge about the outcome of the revolution and evaluating the reasons for it. Candidates too often wrote of the causes without attempting to apply that knowledge to show success. Attention must be given to developing an understanding of the concepts of *cause*, *course* and *consequences* in relation to historical events; some candidates were unable to distinguish among the elements of an unfolding event.

### Question 6

The question required candidates to discuss the view that life for enslaved women was more difficult than it was for enslaved men. They were expected to examine both sides of the issue, showing an awareness of gender blindness and gender specific allocation of tasks, and gender blindness in the treatment of the enslaved. Candidates were also expected to include data from both rural and urban life during slavery.

This was a fairly popular question with some 40 per cent of the candidates attempting it. Some candidates did not demonstrate an understanding of the requirements of the question; only 48 per cent of those who attempted it wrote satisfactory responses. The quality of the responses ranged from poor to good. Some concentrated on women in resistance, ascribed general experiences of the enslaved to women only and wrote extensively on sexual

exploitation of women so the responses were not truly comparative. The responses suggest that candidates need to be exposed to basic gender analysis, how to recognize questions that require comparison, how to write comparative responses and how to avoid over generalization.

### **Module 3: Freedom in Action**

#### Question 7

This question consisted of three short extracts from primary documents that related to the Cuban Revolution of 1959. Candidates were asked to answer four questions, Parts (a) to (d), related to the extracts. This was the most popular document question with 35 per cent of the candidates attempting it. The majority were unable to treat the questions as expected; only 38 per cent of those who attempted the question performed satisfactorily.

Candidates lacked understanding of concepts such as *revolution* as used in the document and *social structure*. The tendency was to look at the period before the revolution with some candidates focusing on the Batista years, ignoring the specific date referred to in the question. Responses were often vague statements that were lacking in specific historical data. Also, points or issues provided as responses were too often not well explained.

#### Question 8

This question required candidates to explain the social, economic and political factors which contributed to the outbreak of one of three labour protests of the second half of the nineteenth century – the Labour Protest, St Vincent, 1862; the Morant Bay Rebellion, Jamaica, 1865 or the Confederation Riots, Barbados, 1876. They were expected to demonstrate knowledge of the social, economic and political factors that led to the selected labour protest.

This was the most popular question in Module 3 with 37 per cent of candidates writing responses; only 40 per cent of those scored satisfactory marks. The majority of the candidates opted to write a response for the Morant Bay Rebellion. It was clear that candidates were not as knowledgeable about the Confederation Riots and the St Vincent Protest as they were about the Morant Bay Rebellion. While this situation may be due to available literature, every attempt must be made to address all areas of the syllabus.

Candidates who wrote strong responses demonstrated good knowledge of the existing conditions which fostered unrest and rebellion, provided adequately developed points and wrote introductions which demonstrated accurate interpretation of the question. This allowed them to provide some structure to their responses. Those candidates who fell below expectations presented jumbled discussions and included information related but not relevant to the question, or lacked adequate knowledge. Candidates treated the Morant Bay Rebellion as a slave rebellion, using information from revolts like the Sam Sharpe/Christmas Rebellion of 1832. Candidates whose responses were based on the Confederation Riots or St Vincent

Protest, had limited information, and wrote points that were so vague or generic they could have been applied to any protest.

### Question 9

This question required candidates to examine the contribution of Chinese immigrants to the British Caribbean societies during the nineteenth century. They were expected to demonstrate an understanding of the contribution of the Chinese immigrants to the Caribbean during the second half of the nineteenth century. The responses were to indicate that their contribution was limited up to 1900.

This was not a preferred question with only 18 per cent of the candidates writing responses. Of these, only nine per cent wrote satisfactory responses. The responses demonstrated that candidates lacked the breadth of knowledge required for this question. Many concentrated on the cultural and business contributions of the Chinese with little reference to other contributions, while others wrote of reasons for their arrival into the Caribbean. In general, candidates' responses suggest that they called on contemporary knowledge of the Chinese to make response to the history of their arrival and activities after they left the estates.

### **Further Comments**

While general performance on this paper indicated that there is some improvement in candidates' performance, there is evidence that they continue to have limited knowledge of some aspects of the syllabus. Misinterpretation of questions or poor responses seems directly linked to what appears to be the practice of candidates preparing for the examination by focusing on questions from past examinations not just for practice in essay writing but in preparing content for regurgitation. Rather, candidates should take as their starting point in preparing for their exams, the specific objectives of the syllabus and the related themes.

Candidates had the tendency to take points which should function as evidence and use them as the argument itself. For example, in discussing the role of leadership in the success of the Haitian Revolution (Question 5), the evidence of effective leadership (such as the strategic alliances leaders like Toussaint made) is seen as a separate issue. This speaks to the need for teachers to help students move beyond recounting facts to using facts to make and support an argument. An obvious challenge for some candidates is the issue of historical setting and context in relation to timelines/historical periods. This was seen in the treatment of the Morant Bay Rebellion as a slave rebellion, writing about the 1830s rebellion in western Jamaica and the American War of Independence instead of the American Civil War in relation to the Morant Bay Rebellion.

The quality of the analysis, the concentration of acceptable responses at the lower range of the satisfactory band and significant numbers who continue to perform at an unsatisfactory level seem to be linked to the fact that candidates have not improved their general knowledge beyond that of CSEC. This is evident in the limited knowledge and understanding of

historical interpretation demonstrated by several candidates and the inability to apply knowledge to solve historical problems. Candidates need to understand the general context and setting of *The Atlantic World* and the geographic and conceptual definition of that world. It must be made clear that that world is not merely the Americas and/or the Caribbean. When this is understood, it is likely that candidates would focus on that part of the course that addresses the wider Americas and would be less likely to misinterpret questions such as Question 2 on the contact between Africa and Europe.

## UNIT 2

### Paper 01 – Multiple-Choice Questions

This paper is designed to test candidates' ability to apply the interpretative and analytic skills of the discipline of history. It consists of 45 multiple-choice items which tests candidates' knowledge across all three modules of the syllabus. There are 15 items on each module.

### Paper 02 – Structured Document-Based Questions and Extended Essays

#### Module 1: Atlantic World – Interactions

##### Question 1

This question was based on three short extracts on the causes of the American War of Independence and the French Revolution. Candidates were required to study the extracts and then answer four questions, Parts (a) to (d), on issues raised in the extracts.

This was the second most popular question on the paper with 34 per cent of the candidates attempting it. Of the candidates who attempted the question, 76 per cent wrote satisfactory responses but candidates demonstrated uneven knowledge of the two revolutions. They tended to be very knowledgeable about the Enlightenment and therefore spent much time on this aspect in their responses.

##### Question 2

This question required candidates to discuss the extent to which European settlements in the Americas up to 1800 were primarily to achieve political supremacy. Candidates were expected to demonstrate an understanding that political supremacy during the period was derived from economic sources, and that there was a close link between the search for political supremacy and economic gain. They were expected to discuss the interplay between economic, political and social factors.

This was the least popular of the questions on this paper with seven per cent of the candidates writing responses. Thirty-nine per cent of the responses were satisfactory or good. It was

expected that this question would have been manageable for candidates but they were not very conversant with the concept of *political supremacy*. Candidates were not ignorant of the topic but were unable to link the issues of land, wealth and power to political supremacy.

### Question 3

This question required candidates to discuss the changes which occurred in West African economies in response to European contact between 1450 and 1800. Candidates were expected to show an understanding of West African economies prior to the arrival of the Europeans. They were to discuss the changes that occurred as a result of contact during the stated period.

Of the 19 per cent of candidates who attempted this question, not many were able to give excellent or even good responses. Forty-eight per cent wrote appropriate responses. There was evidence of knowledge of slavery and goods traded but candidates did not differentiate between economic and social changes. The tendency was to treat the question as if it was one about the effects of the coming of Europeans on different areas of life in Africa rather than the economic changes which occurred because of the contact.

## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents related to the United States intervention in the Caribbean and Latin America up 1917. Candidates were required to answer four questions, Parts (a) to (d), on the issues raised in the documents.

Only 12 per cent of the candidates attempted this question. Candidates found this question difficult, especially the explanation of USA's attitude to the Caribbean, so only four per cent addressed the question appropriately. While it was clear that candidates were not generally distracted by the phrase "turning of the eyes outward, instead of inward only", the tendency was to provide very simplistic and literal responses to Part (a) rather than to relate the phrase to their knowledge of the focus of the United States on continental expansion (turning of the eye inward) before they became interested in expanding outside the continent, and the role of the concept of Manifest Destiny in this process.

### Question 5

This question required candidates to examine the causes of industrial growth in the United States of America during the nineteenth century. Candidates were expected to demonstrate an understanding of the factors which led to the industrial growth and they were expected to discuss such factors as human and natural resources, wealth, entrepreneurship and technological development.

Twenty-three per cent of the candidates who did this paper attempted this question and forty-five per cent of those wrote appropriate responses with the majority scoring marks in the satisfactory band. Candidates demonstrated knowledge of the history of industrialization in the United States but were at times unable to extract the causes. The long-term causes became the essay for some candidates who focused on the background to the Industrial Revolution. Where other factors were identified, candidates were challenged in developing them.

### Question 6

For this question, candidates were required to discuss the view that the causes of the Industrial Revolution in Britain can be traced to the Atlantic economy. Candidates were expected to demonstrate understanding of the link between the Atlantic economy and the Industrial Revolution in Britain as well as an understanding that there were other causes internal to Britain.

This was not a popular question; only twenty-two per cent of candidates attempted it. Thirty-eight per cent wrote satisfactory responses, with candidates demonstrating some understanding of the British Industrial Revolution and its link to the wider Atlantic economy. Some candidates spent much time focusing on defining the resources in Britain, focusing on the internal factors without any attempt to link the development to the Atlantic economy, while others had limited knowledge of the internal factors as well as limited understanding of the link with the Atlantic economy. The better responses were those where candidates wrote analytic and objective essays discussing the internal factors and examining the counter-argument from historians like Eric Williams.

## **Module 3: International Relations – Conflict and Liberation**

### Question 7

This question consisted of three short documentary extracts related to the liberation struggles in South Africa. Candidates were asked to answer four questions, Parts (a) to (d), related to the extracts. The questions, as with document questions generally, required answers to specific questions testing knowledge of the topic in terms of content and interpretation/explanation.

Only twelve per cent of the candidates wrote responses to this question and forty-seven per cent wrote appropriate responses with a few candidates writing very good ones. Candidates had uneven knowledge on the different parts of the items. While they were able to respond to the item which tested their knowledge of the measures used by the South African government to entrench the apartheid system, not many knew of the reasons for the change to a “new form of struggle”. They were a little more knowledgeable however of the role of international support in the overthrow of the apartheid system.

### Question 8

In this question, candidates were required to examine the reasons for the policy of discrimination against certain groups in Nazi Germany up to 1945. Candidates were expected to provide a clear definition of what the discriminatory policy entailed. They were to indicate that the policy was a central feature of the Nazi regime from 1933–1945 and was applied to several groups, not just to the Jews.

This was not a popular question with only seven per cent of the candidates attempting it. The responses tended to focus on discrimination against the Jews and demonstrated limited knowledge about the other groups such as gypsies, the disabled and homosexuals. While candidates could tell of the policy and practices of discrimination, in too many instances they were unable to give reasons for the policy. Performance ranged from poor to very good.

### Question 9

In this question, candidates were required to examine the factors which led to the outbreak of World War I in 1914. Candidates were expected to demonstrate an understanding that although the immediate trigger that started the conflict was the assassination of Crown Prince Franz Ferdinand by a Serb nationalist, it was largely the system of alliances and the growing militarism within Europe which made the event into World War I.

This was the second most popular question in this paper; 32 per cent of the candidates attempted it. While sixty-six per cent wrote satisfactory responses with a significant number scoring marks in the higher grade bands, the marks ranged from poor to good. Some candidates who attempted this question demonstrated that they had knowledge of the topic and were aware of some, if not all the factors that led to the outbreak of WWI. However, the discussions were often generalized or consisted of a mere listing of factors that were not integrated. The best responses did not merely demonstrate knowledge but were focused, with well-written introductions, well-structured, and with issues appropriately explained. The weaker responses lacked specific knowledge and there was little application of that knowledge.

### **Further Comments**

The popularity of the questions attempted in Unit 2 suggests that, in preparing for the examination, candidates focused on particular topics and related questions. For the other topics, they lacked depth of knowledge and the ability to use knowledge to solve problems. Most had just enough knowledge to write satisfactory responses while lacking breadth of knowledge about a given topic. For example, candidates knew much about Hitler's biography but not as much as they should about his policies and Nazism. They linked discrimination with the Jews, indicating a lack of knowledge of the full policy and its application.



For both units, there appeared to be some improvement in the overall quality of the language skills of candidates although there continues to be weaknesses in general expression, spelling, choice of words and paragraphing. A persistent problem is the issue of comprehension which affects candidates' ability to interpret questions. Misinterpretation of questions could also be linked to limited knowledge or the tendency to prepare specific questions related to a theme.

### **Paper 031 – School-Based Assessment (SBA)**

This paper is designed to assess students' ability to conduct independent research under the guidance of teachers. Students are expected to select a specific topic related to a specific objective and theme of the syllabus and conduct research of the selected theme. The research project submitted is expected to demonstrate students' understanding of the processes involved in doing basic historical research as well as their use of the conventions of the discipline of history. Evaluation of the submitted projects continues to reveal that students do not understand the requirements for the project.

The projects submitted are assessed using a basic rubric as set out in the syllabus. The rubric seeks to capture those elements of a research paper that demonstrate the conventions of the discipline. These elements include

- a clearly stated topic and the location of the topic within a historical context and setting
- a critical examination of the sources used in the research and presented in a bibliography using the appropriate reference style
- a central idea (the thesis) which focuses the research and is supported by historical evidence
- a structured and clearly stated set of arguments which are developed around the central idea and which lead to a conclusion that reinforces the thesis/central idea
- all the conventions for historical study including proper acknowledgement of source of ideas and information, and well-structured, well-written and coherent presentations.

This year, the submitted projects reflect the concerns noted in the past as students continue to present projects

- without clearly stated titles or with titles that have no relationship to the unit or syllabus
- with theses that are in fact titles or research questions or poorly articulated theses
- without end/footnotes or with end/footnotes and bibliography that are not crafted in the style set out in the syllabus and required in the conventions of the discipline
- with quotations that are not referenced and not used in the required format
- with the sources used only as a source of information, without evaluation as required by the syllabus

- with conclusions which were not proven or clearly linked to the thesis
- that demonstrate that they are not fully conversant with what constitutes historical context and setting
- with wide ranging information that may be related but not relevant to the thesis
- that show that there is a lack of understanding with regards to using/marshalling evidence specific to the thesis, developing an argument and providing a conclusion which is in congruence with the arguments presented
- that continue to reflect knowledge garnered from texts created for the CSEC syllabus.

This paper continues to be fraught with challenges as the submitted projects

- are not always correctly matched to the unit for which they are submitted
- are not properly proof-read before submission
- exceed the limit of 1500 words; sanctions are not applied for projects that do
- use the rubric for grading (meant for the teacher) as a template for the project
- demonstrate collusion and cosmetic plagiarism.

#### **Paper 032 – Alternative to School-Based Assessment (SBA)**

This paper was designed to test the ability of private candidates to carry out independent historical research and present the research findings under examination conditions. It is not a popular paper; only a small number of candidates enter for and actually sit the examination. The responses to the questions demonstrate that most candidates are not conversant with what is required. In almost every instance

- there is no clear statement of the topic of their research
- the rationale is not clearly linked to the value of researching history and the issues of interest or curiosity in relation to the particular topic chosen
- it is demonstrated that the concept and terms which form a part of the conventions of historical studies are not clearly understood. For example, what is meant by '*source*' with *full bibliographic details*, *usefulness of sources*, and *the historical setting* seem to be fuzzy for candidates.

This year, there were a few responses that demonstrated some understanding of what is required, but candidates do need and should seek guidance in preparing for this paper.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2015**

**HISTORY**

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## GENERAL COMMENTS

CAPE History offers examinations in two units, both of which are examined in three papers in the format established since 2009.

Paper 01 is examined by 45 multiple-choice questions — 15 on each module — and contributes 30 per cent to candidates' overall grade in each unit. The objective of the examination is to assess the range of content and skills as set out in the syllabus. Candidates are required to answer all questions.

Paper 02 is examined by nine questions in three sections. There are three questions on each module, contributing 50 per cent to candidates' overall grade. The paper is aimed at assessing candidates' depth and use of knowledge, as well as the skills related to the discipline of history as set out in the syllabus. Candidates are required to answer three questions — one from each module (section) and one of which must be a document-based question. Questions 1, 4 and 7 from Modules 1, 2 and 3 respectively are document based and require candidates to analyse extracts from documents on one of the themes in the modules. Candidates are expected to bring knowledge specific to issues raised from the general literature to bear in reasoned, clear, well-developed but concise responses. The other six questions are extended essay items and candidates are required to answer two of these with clearly stated theses and sub-theses as well as well-developed, well-structured and clearly expressed arguments and conclusions.

Papers 031 and 032 test candidates' mastery of skills related to the discipline of history, with specific reference to researching and synthesizing historical information from different sources. These skills include interpretation and evaluation of sources by assessing the usefulness of the sources used in their research for the study of the selected topic. Candidates are also required to collate and synthesize research data by providing the historical setting and context of the topic, identifying the main historical data found and commenting on the significance of those findings. An important feature of these papers is the requirement that there should be proper referencing for all sources using the referencing style of the discipline of history.

Paper 031, the School-Based Assessment (SBA) component, requires candidates to submit a research paper of no more than 2200 words on a clearly identified topic selected from one of the several themes of the relevant unit in the syllabus. This paper contributes 20 per cent to candidates' overall grade.

Paper 032, the Alternative to SBA, is taken by private candidates. The candidates were expected to demonstrate in an examination that they had carried out a research activity on a topic related to one of the six themes in the three modules, using the guidelines for the research paper. This paper contributed 20 per cent to candidates' overall grades.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple Choice

Candidates' coverage of all three modules in Unit 1 was tested by 45 multiple-choice questions — 15 from each module. For this paper, candidates were expected to demonstrate knowledge and reasoning skills such as interpretation, assessment and analysis. The exercise of these skills is critical to the mastery of higher order questions which are used at this level.

#### Paper 02 – Structured Document-Based Questions and Extended Essays

Paper 02 examined candidates' depth of knowledge of the content of the syllabus, their understanding of historical interpretation and debate, and their ability to present a well-structured, clearly expressed and coherent historical argument with supporting evidence.

### Module 1: Indigenous Societies

#### Question 1

This question had three short extracts related to Spanish settlement in the Americas up to 1600. In Parts (a) to (d), candidates were asked questions related to issues as addressed in these extracts. They were expected to take a systematic approach to interpreting the extracts, paying attention to the author, date, information and ideas addressed in the documents. They were expected to demonstrate an understanding of how historians make use of different types of evidence in making and supporting historical interpretations, drawing on established historical information and interpretation of the issues of the period. Of the 429 candidates who opted to do this question, 81 per cent gave satisfactory responses. While some of the candidates received scores at the higher band of the range of marks, the majority produced average responses. Candidates were not generally conversant with the knowledge needed to address all parts of the question. While they were conversant with the impact of diseases and the nature of the resistance of the indigenous people they were not generally conversant with Las Casas' position on the treatment of the indigenous people or with other causes for death of the indigenous peoples. This deficiency can be corrected with the planned teaching of the skills related to the interpretation of historical documents, using actual documents to formulate questions requiring interpretation. Candidates are to be encouraged to apply the labelling used in the question and not to treat the responses to the document questions as extended essays with introductions. They are expected to recognize that each part of the question requires focused and specific responses using skills related to the use of documents and historical information such as giving explanations.

#### Question 2

This question required candidates to assess the view that the Aztec or Inca or Maya displayed advanced levels of economic and political organization in the pre-Columbian period. They were required to indicate that there is evidence to suggest that the Aztec/Inca/Maya were quite advanced in both their political and economic organization, explain why the way they organized those areas of their lives was seen as 'advanced'. Candidates were expected to discuss the level of centralization of power and the military strategies employed, their policies towards other groups they conquered and integrated into their society, the

integration of religion into their political arrangements, the quality of the planning and tax collection, the ability to conquer environmental obstacles to agriculture, the level of agricultural techniques which led to surplus production and the network of trade facilitated by effective transportation systems. This was a fairly popular question with 452 candidates attempting the question. Of this number, 39 per cent gave satisfactory responses. The responses indicated that candidates were generally conversant with the basic knowledge needed to write satisfactory responses but were unable to properly classify the data and, in some instances, were not able to make a clear distinction between different indigenous peoples (which is surprising since the syllabus requires that they focus on one of the groups). From the responses it appears that students need to be taught key concepts associated with the discipline of history, the skill of classification of data, and introduced to a range of critical thinking skills.

### Question 3

This question required candidates to assess the merits of the Van Sertima thesis for a pre-Columbian African presence in the Americas. They were expected to write responses which give a full explanation of Van Sertima's thesis and demonstrate that they understand that there were challenges to the thesis. Of the 298 candidates who attempted the question, 73 per cent scored satisfactory marks. Most candidates were conversant with the points of the thesis but too many were unable to score marks in the higher grade bands because they were not able to adequately develop the points or provide the counter-arguments. Attention must be given to developing an understanding of the challenges to Van Sertima's argument; equally important, students should be taught what it means to *assess* a view or thesis.

## **Module 2: Slave Systems – Character and Dismantlement**

### Question 4

This question was based on three short extracts from primary documents that related to European indentureship in the seventeenth century. In Parts (a) to (d), candidates were required to answer questions on issues related to the theme as discussed in the extracts — recruitment, conditions of work, response to the conditions of work and treatment. Candidates were expected to bring to the answers more than comprehension skills, incorporating knowledge of the system of European indentureship as established in the historical literature. Fifty-three per cent of the 478 candidates who answered this question scored satisfactory marks with the majority obtaining marks in the 12–18 range (out of 30). The responses indicated that candidates were knowledgeable about recruitment and treatment but found the questions related to reason for treatment and their response challenging. In fact, candidates continue to confuse European indentureship of the seventeenth century (Module 2) with post-slavery indentureship (Module 3). They also confused the nature of the resistance of the indentured servants with resistance to slavery. Responses revealed that candidates need to become familiar with the distinction between enslavement of Africans and other forms of unfree labour as well as the difference between seventeenth and nineteenth century indentureship.

### Question 5

This question required candidates to assess the impact of slavery on the demographic structure and the family in Caribbean slave plantation society. Candidates were expected to

show that they had a keen understanding of the demographic structure of plantation society, its racial composition and the factors, such as reproduction patterns, which affected it as well as the different ways in which the family was constructed and shaped by gender. Of the 500 candidates who attempted this question, 21 per cent scored satisfactory marks. The responses indicated that there were varying levels of knowledge with some candidates understanding the requirements of the question but unable to fully develop or explain the issues identified while others lacked knowledge of aspects of the topic covered by the question. Candidates demonstrated that they had a limited understanding of Caribbean slave plantation society and so did not discuss the place of whites in the demographic structure or in the family. Attention must be given to providing an understanding of the difference between sociology and history as some candidates tended to use sociological data to address the question.

### Question 6

The question required candidates to evaluate the decline thesis of Eric Williams and the debate which it has generated. Candidates were expected to demonstrate the central facets of Williams' arguments concerning the reasons for the decline of slavery and the discussion the thesis has generated among historians. They were to demonstrate their knowledge of the key issues raised by those who contributed to the debate on the thesis. This was the least popular question with only 198 candidates attempting it. However, 63 per cent of those who attempted it scored between 12 and 27 (out of 30) marks. Candidates demonstrated that they understood the main elements of the decline thesis and had knowledge of the other factors of decline. They could cite Drescher as an opponent to the thesis but were unable to fully explain his argument. While they knew the factors of decline they found it a challenge to apply that knowledge to assessing the thesis.

## **Module 3: Freedom in Action**

### Question 7

This question consisted of three short extracts from primary documents that related to the movements towards independence, assimilation and departmentalization in the Caribbean in the twentieth century. Candidates were asked to answer four questions, Parts (a) to (d), on issues related to the theme as discussed in the extracts — move towards federation of the British West Indies, the French Caribbean becoming fully French, the opposition to the move towards and the benefits of departmentalization. They were expected to be able to bring their knowledge of the theme to explain the reasons for the difference in the paths taken. This was the least popular document question with 282 candidates writing responses and only 23 per cent of that number writing satisfactory responses. The majority wrote poor responses. Candidates lacked knowledge of the French-colonized Caribbean and the path to becoming an overseas department of France. Attention must be given to expanding candidates' knowledge beyond the British Caribbean and to addressing the specific objective and theme related to the French-colonized Caribbean.

### Question 8

This question required candidates to discuss the view that the international community was hostile to Haiti between 1804 and 1825. They were expected to discuss the context which led to independence and the way Haiti got its independence, but focus should have been on the internal and external challenges faced by Haiti after 1804, including the persisting perception

of the nation. Candidates were expected to demonstrate understanding of the fact that the hostility towards the new nation was deliberate. This was the most popular question in Module 3 with 579 candidates attempting the question. However, only 31 per cent got marks in the higher bands of the mark scheme. Candidates who wrote the better response understood the demands of the question and had the requisite knowledge. Too many, however, ignored the dates of the question and wrote about the pre-independence period. Attention must be given to establishing a clear understanding of historical periods in relation to significant events.

### Question 9

This question required candidates to discuss the reasons for Cuba's international influence by 1983. They were expected to demonstrate an understanding of Cuba's foreign policy and explain how this policy after 1959 reflected her anti-imperialist stance, her strategy to built support as defence against possible intervention by USA, her desire to spread the revolution giving support to progressive movements and bringing her into relationship with different liberation and independence movements which caused other countries to look at her with favour. This was not a preferred question with only 274 candidates writing responses. Of these, only 16 per cent wrote satisfactory responses. The responses demonstrated that candidates lacked the breadth of knowledge required for this question. The responses revealed that candidates tended to have knowledge of Cuba's relationship with the USA and USSR but lacked knowledge of the other areas of Cuba's foreign policy.

### **Further Comments**

The general performance on this paper indicated that there is a significant decline in the quality of candidates' performance. A significant number of candidates did not attempt any question in Module 3 of the paper, suggesting that some candidates entered the examination unprepared in terms of the breadth and depth of the content required to master the course. Candidates were not only less than adequately prepared in terms of the content, they were unprepared in relation to aspects of the syllabus which speak to the skills and abilities to be assessed (CXC A4/U2/04, page 3). The responses from candidates indicated that they too often had a limited sense of key historical concepts; they were unable to differentiate between historical times and were very limited in the ability to use historical knowledge in relation to a problem posed. A few responses highlighted some of these deficiencies: for Question 5 the specific terms used were lifted directly from the syllabus (such as demography) but candidates either did not understand the terms/concepts or could not develop it in relation to the question asked. The responses to Questions 4, 8 and 9 revealed that candidates did not understand the implication of the dates in relation to the event or historical situation nor in relation to the module being tested.

What has been a recurring issue over the years seems to have been even more highlighted this year. As stated in the 2014 Subject Report:

*The quality of the analysis, the concentration of acceptable responses at the lower range of the satisfactory band and significant numbers who continue to perform at an unsatisfactory level seem to be linked to the fact that candidates have not improved their general knowledge beyond that of CSEC. This is evident in the limited knowledge and understanding of*



*historical interpretation demonstrated by several candidates and the inability to apply knowledge to solve historical problems.*

Candidates find it difficult to follow the instructions given as it relates to the number of questions to attempt from each section/module of the paper. A few candidates did two questions from some modules or did three document questions. This might have been a result of being unprepared for the three modules, as even those who attempted a question from a particular module wrote a single paragraph. But whatever the cause, it adversely affected the performance of candidates.

The specific demands of the questions are too often ignored in favour of writing about the topic generally. Candidates continue to merely quote from the document instead of bringing wider knowledge on the issues to bear as required in these types of document questions. For the essay questions, the distinctive content, time period, interpretation and methodology of the discipline of history seems to be overlooked as candidates use sociology and social studies material in the attempt to answer questions. In Question 5, which dealt with demographic structure and family in Caribbean slave plantation society, some responses addressed what has occurred since slavery and included information couched in modern terms, such as the enslaved getting minimum wage. It is important that the nature of the discipline remains central to the teaching and learning process.

## UNIT 2

### Paper 01 – Multiple Choice

This paper is designed to test candidates' ability to apply the interpretative and analytic skills of the discipline of history. It consists of 45 multiple-choice items which tests candidates' knowledge across all three modules of the syllabus. There are 15 items on each module.

### Paper 02 – Structured Document-Based Questions and Extended Essays

#### Module 1: Atlantic World – Interactions

##### Question 1

This question was based on three short extracts on the American War of Independence. Candidates were required to study the extracts and then answer four questions, Parts (a) to (d), on issues raised in the extracts, including the reasons for the opposition to the imposition of taxes from Britain; the measures imposed by Britain on her colonies to enhance revenue; the action of American colonists before the Second Continental Congress which would have undermined Britain's authority over the colonies and the reason for the evolution from protest to the severing of political ties with Britain in 1776. Forty-nine per cent of the candidates who attempted this question scored marks that were satisfactory which meant that a larger per cent found it challenging. While candidates were knowledgeable about the measures for revenue collection they were less conversant with the reasons for opposition and the reasons for the shift from protest to the severing of political ties. The suggestion is that attention should be given to the course of events and the relationship between the different stages of the course to help to build an understanding of causation and enhance students' ability to explain historical phenomena and experiences.

### Question 2

This question required candidates to discuss the view that the establishment of European settlements in the Americas up to 1763 were predominantly influenced by economic considerations. Candidates were expected to indicate that there was an interplay of economics with other factors such as social and demographic issues in the metropole, political factors/empire building and religion which influenced European settlement in the Caribbean.

Three hundred and thirty-eight candidates wrote responses but only 50 per cent wrote responses that scored marks ranging from 12 to 30. It was anticipated that candidates would have mastered this question but the responses indicated that candidates' knowledge was skewed towards English settlement. There was little evidence that candidates were aware of the motivation for French settlement. Attention should also be given to the difference between the motivation for exploration and the motivation for settlement.

### Question 3

This question required candidates to discuss the impact of the main political and social ideas of the European Enlightenment on the French Revolution. Candidates were expected to identify the main political and social ideas of the European Enlightenment and explain how those ideas informed the outbreak, development and outcome of the French Revolution. This was a fairly popular question with 492 candidates attempting to write responses with 56 per cent scoring satisfactory marks. However, some responses scored marks which suggested that candidates had limited understanding of the demands of the question. This was especially reflected in the inability to make the link between the Enlightenment and the outbreak, the development and outcome of the French Revolution. Attention must be given not only to the themes of the syllabus but the specific objective related to the themes; specific to this question is the objective that states: *evaluate the relationship between the ideas of the European Enlightenment ... and the French Revolution*. If this is done then candidates can avoid just writing about the philosophers and ideas of Enlightenment and then writing about the causes of the French Revolution without linking both.

## **Module 2: Atlantic Development – Identity and Industry**

### Question 4

This question had three short extracts from primary documents related to the Atlantic causes and global consequences of the Industrial Revolution in England. Candidates were required to answer four questions, Parts (a) to (d), on the issues raised in or inferred from the documents such as the contribution of Caribbean sugar planters to the development of the Industrial Revolution in England, the reasons for the increase of foreign trade in English towns such as Manchester, the benefits of export of British-made goods over re-export of colonial goods and the consequences of the Industrial Revolution for the Atlantic colonies. This was the second most popular question — 727 candidates attempted this question. Only 31 per cent of the candidates were able to write satisfactory responses. Candidates found this question difficult, especially for those sections that had to do with the impact on the trade of British industrial towns. Yet candidates were able to write of the benefits for Britain rather than what the question asked — the benefits for the Atlantic colonies. Attention needs to be paid to the study of the Industrial Revolution as an Atlantic World phenomenon which had specific outcomes for the different areas of the Atlantic World.

Question 5

This question required candidates to assess the contribution of the network of railroads to the emergence of the United States as an industrial power in the second half of the nineteenth century. Candidates were expected to discuss the contribution of the railroad in relation to the need for transportation, examine factors which were necessary for the development and growth of the USA as an industrial power by 1900 and assess the role of the railroad against other factors. This was not a very popular question, contrary to what was expected, and only 50 per cent of those who wrote responses did so satisfactorily. The responses indicated that candidates did not understand the demands of the question; the tendency was to write on the benefits of the development of the railway without linking it to the emergence of the United States as an industrial power.

Question 6

For this question, candidates were required to discuss the extent to which the view that the newly independent Latin American republics of either Brazil or Venezuela faced great problems in the aftermath of independence in the 1820s was true. Candidates were expected to state clearly the position taken on the issue and for

- Venezuela, discuss developments in post independent Venezuela with focus on the challenges in shaping a new Venezuela after recognition of independence in the 1820s. The response should also examine the positive development of the areas of social order, the economy and political life.
- Brazil, indicate that there were major challenges that came with independence, the persistence of the old order with power in the hand of a few, that there were unrealized political expectations and discontent with the government's domestic and foreign policies but that some peace was achieved because of prosperity with coffee.

This was the least popular question; only 84 candidates attempted it, and eight per cent of those wrote satisfactory responses. This is a marked difference from previous years in which candidates at least demonstrated knowledge if not use of knowledge of the topic. Most candidates chose to write on Brazil but completely missed the period addressed by the question; far too many candidates wrote of the pre-independence period, ignoring the statement *in the aftermath of independence*. This suggested that candidates did not adequately prepare for the examination in this topic; the specific objective given in the syllabus is very precise and with adequate attention given there should have been no surprise in the question asked.

**Module 3: International Relations – Conflict and Liberation**Question 7

This question consisted of three short documentary extracts related to Nelson Mandela and the liberation movement in South Africa. Candidates were asked to answer four questions, Parts (a) to (d), related to the extracts. The questions, as with document questions generally, required answers to specific questions testing knowledge of the topic in terms of content and interpretation/explanation. The questions addressed the conflicting living conditions in South Africa up to and beyond 1944, the Campaign for the Defiance of Unjust Laws, the change

from non-violent to armed protests and Mandela's role in the struggle against apartheid up to the 1960s. This was the least popular document question, but 60 per cent of those who attempted it scored satisfactory marks. The responses, however, revealed that candidates did not have the comprehensive knowledge needed to address all parts of the question. While candidates generally were informed about the conflicting living conditions in South Africa and policies of segregation as well as the reasons there was a change from non-violent to armed protests, many candidates were unaware of the reasons for the change to armed protest and of the Campaign for the Defiance of Unjust Laws.

### Question 8

In this question, candidates were required to assess the view that the war in Europe in 1914 resulted largely from the existence of an alliance system. Candidates were expected to make a position statement addressing the comparative significance of the alliance system leading to the outbreak of war in June 1914. They were to examine whether the alliance system was a necessary but not sufficient cause of the outbreak of war and discuss the contribution of the nationalist activities and demands as essential background factors that triggered the war. This was the most popular question with 727 candidates attempting responses. Sixty-two per cent of those who attempted it scored between 12 and 30 marks. Most candidates were aware of several factors which led to World War I, but the responses were largely a narration of these factors and little assessment of the relative significance of the alliance system as required by the question. A significant number of candidates were only able to demonstrate that they had appropriate information with some analysis. An even larger number were unable to do more than state limited and descriptive information. Emphasis needs to be placed on developing skills as stated in the syllabus.

### Question 9

In this question, candidates were required to examine the factors which contributed to Gandhi's success in achieving national independence for India. Candidates were expected to examine Gandhi's political and religious aspirations for India, including liberation from colonial rule and religious unity, and the factor/issues which informed Gandhi's work. They were expected to provide well-supported arguments in their assessment of Gandhi's successes and failures in relation to the context in which he operated. Fifty-nine per cent of the candidates who attempted this question scored marks above 12 (out of a possible 30 marks) with a few scoring in the higher grade bands. The main challenge of the candidates seemed to have been less than comprehensive knowledge of the topic; they knew about Gandhi and his philosophy and his strategy of non-violence but were less knowledgeable about other factors such as Gandhi's work with the Indian National Congress, the wider context in which he operated.

### **Further Comments**

It was expected that candidates would write very well structured and fluently expressed essays, demonstrating wide-ranging information, a high level of analysis and an excellent understanding of different historical interpretations. About 45 per cent of the candidates who sat the Unit 2, Paper 02 examination satisfied some aspects of this expectation. The performance on this paper revealed that some candidates had not completed the syllabus in preparation for the examination. A number of candidates were unable to attempt questions in Modules 1 and 2. Some of those who attempted scored zero as nothing of relevance could be

extracted from what was written. A persisting issue is the inability of candidates to apply or use knowledge to solve problems. Attention needs to be given to providing a learning experience beyond recall of historical data to the interpretation and explanation of information given or researched. This is an essential part of what is history. It is important also that candidates are guided in examination techniques in relation to the way the examination is structured. For example, candidates need to be made aware that the document questions are not to be treated as extended essay questions; they are to avoid introductions and conclusions related to the wider topic, but focus on the specifics of the questions asked, Parts (a) to (d), labelling the responses to match the question asked.

### **Paper 031 – School-Based Assessment (SBA)**

This paper is designed to assess students' ability to conduct independent research under the guidance of teachers. Students are expected to select a specific topic related to a specific objective and theme of the syllabus and conduct research of the selected theme. The research project submitted is expected to demonstrate students' understanding of the processes involved in doing basic historical research as well as their use of the conventions of the discipline of history.

Evaluation of the submitted projects continues this year to reveal that students do not understand how to

- distinguish between topic, research question and thesis. Thesis statements were generally poorly constructed. Many were posed as questions and were generally vague in nature.
- evaluate sources. Many of the papers presented were largely narrations with mere mention of the authors/historians in lieu of an evaluation of the authors' work and their significance to the issues being discussed.
- present the findings. There were inconsistencies in the use of research formats, that is, lack of uniformity in format selected, outdated citation formats that is, footnotes/endnotes) incomplete bibliographies. This was a major problem identified throughout most of the projects examined; students did not know how to document the sources used for the research by constructing bibliographies in keeping with the required style for history or how to acknowledge the sources of the ideas and views included and the quotations used, that is, by using foot/endnotes and in the correct format.
- write good historical setting and context. Historical context was found to be either too limiting or too expansive. For example, in examining issues surrounding post-slavery indentureship, some students were inclined to go as far back as the early colonization period. Students need to explore the historical setting within both a regional and global context.
- classify data to write an argument to support the thesis when it was identified. Too often there was no identifiable thesis. With vague and unfounded thesis statements, the support and justification of theses were generally weak particularly with regard to supporting evidence taken from credible sources.
- communicate their findings in a well-structured argument with a conclusion which is linked to the thesis. New and unsubstantiated ideas were sometimes introduced in the conclusion. Synthesis of arguments demonstrated poor classification of data, organizational skills and approach to essay writing. Inaccuracies and irrelevant data were also identifiable problems in these school-based projects.

- ensure an excellent presentation. Communication skills saw poor sentence construction, grammatical errors and typographical errors, all of which undermined the quality of the overall presentations.

This year a number of projects used online sources. While there is no reason not to do so, students need to be guided in how to select such sources, how to use and acknowledge them. There were instances where students took and submitted essays from online sources as their project. This is plagiarism, which is unacceptable. There is also the continued dependence on texts created for the CSEC syllabus which means that students are not lifting their level of analysis or providing the depth and breadth of knowledge as required at the CAPE level. Care should be taken to ensure that the submitted projects are always correctly matched to the unit for which they are submitted, are proofread before submission and do not have evidence of collusion and plagiarism.

### **Paper 032 – Alternative to School-Based Assessment (SBA)**

This paper was designed to test the ability of private candidates to carry out independent historical research and present the research findings under examination conditions. It is not a popular paper; only a small number of candidates enter for and actually sit the examination and while there was some improvement seen this year, candidates do need and should seek guidance in preparing for this paper. The same issues noted in the past continued as listed below

- There is no clear statement of the topic of their research.
- The reason for selecting the topic is not clearly linked to the value of researching history or the significance of the topic.
- Candidates are unable to give *full bibliographic details* even with demonstrated understanding of what is an appropriate source.
- Candidates continue to struggle with articulating *usefulness of sources* as it relates to the topic selected.
- Candidates do not clearly understand what is meant by *historical setting*.