



TEST CODE **01210020**

FORM TP 2010049

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

CARIBBEAN HISTORY

Paper 02 – General Proficiency

2 hours 10 minutes

21 MAY 2010 (a.m.)

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

Section A: Questions 1 to 4

Section B: Questions 5 to 10

Section C: Questions 11 to 16

Section D: Questions 17 to 20

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

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

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SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

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

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

- (a) Identify THREE places of origin of the Indigenous Peoples who occupied the Caribbean region when the Europeans arrived. *Meso America, Car. Sal. W-Hon. Bee, South Mex.* (3 marks)
- (b) Explain THREE factors which influenced the location of indigenous settlements. *Mayan, Pop. inc. - better materials buildings, sea land farming* (6 marks)
- (c) Examine FOUR aspects of the culture of the Indigenous Peoples that allowed them to travel easily through the region. (16 marks)

Total 25 marks

Question 2.

- (a) Outline TWO of the MAIN motives for the voyages of Columbus. *God + God groups* (4 marks)
- (b) Explain THREE difficulties faced by Europeans during the EARLY stages of New World settlement. *diseases, resistance, shelter & climate* (9 marks)
- (c) Discuss FOUR effects of European activities on the environment of the New World. *pop. agr. Rel.* (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

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

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

- (a) Outline TWO factors that could cause disruption of the process of sugar production. (4 marks)
- (b) Explain THREE ways in which planters sought to maximize the use of labour on the estates. (9 marks)
- (c) Describe the work done by enslaved women in the production of sugar. (12 marks)

Total 25 marks

Question 4.

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

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

- (a) Describe TWO ways in which the European planter can be seen as “all-powerful”. (4 marks)
- (b) Explain THREE reasons why the enslaved Africans feared the European planters. (9 marks)
- (c) Examine FOUR reasons why the European planters feared the enslaved Africans. (12 marks)

Total 25 marks

SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

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

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

- (a) Describe THREE ways in which physical conditions favoured the setting up of Maroon communities. **(9 marks)**
- (b) Examine FOUR reasons, other than physical conditions, why planters found it difficult to defeat the Maroons. **(16 marks)**

fake pathways
Moat - fences
fall trees - covered
they were not able to locate.
maroons use guerrilla tactics
maroons use an obeying
many of them

Total 25 marks

Question 6.

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

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) Explain THREE reasons why the European planters supported slavery. **(9 marks)**
- (b) Examine, in detail, FOUR reasons why enslaved Africans opposed their enslavement. **(16 marks)**

Total 25 marks

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Question 8.

- (a) Explain THREE reasons why the planters of the British Caribbean resisted the amelioration proposals. (9 marks)
- (b) Examine FOUR ways in which the reactions of the planters in the British Caribbean to the amelioration proposals helped to hasten the abolition of slavery. (16 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 - 1876

Question 9.

- (a) Explain THREE reasons why the planters of Guyana and Trinidad feared that the freed Africans would not continue to work on the sugar plantations once slavery was abolished. (9 marks)
- (b) Examine FOUR measures adopted by some planters to secure a supply of labour on their plantations between 1838 and 1876. (16 marks)

Total 25 marks

Question 10.

- (a) Explain THREE reasons why the recently freed Africans were so keen to become educated. (9 marks)
- (b) Examine FOUR reasons why some colonial legislatures were so reluctant to provide education for the recently freed Africans. (16 marks)

Total 25 marks

SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 - 1985

Question 11.

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

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

- (a) Describe THREE factors which led to large scale cultivation of rice in Guyana especially from the early 1900s. **(9 marks)**
- (b) Examine FOUR difficulties which affected the Guyana rice industry during the period 1900-1985. **(16 marks)**

Total 25 marks

Question 12.

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

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

Total 25 marks

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

Question 13.

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

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

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

- (a) Discuss THREE social or economic problems which faced Caribbean people during the early 1900s. (9 marks)
- (b) Examine FOUR strategies adopted by union leaders which were aimed at improving the social and economic conditions of Caribbean people. (16 marks)

Total 25 marks

Question 14.

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

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

- (a) Explain THREE reasons why colonial legislatures did not recognize trade unions in the British Caribbean during the early 1900s. (9 marks)
- (b) Examine FOUR factors which contributed to the growth of trade unions during the early 1900s. (16 marks)

Total 25 marks

GO ON TO THE NEXT PAGE

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

Question 15.

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

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

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

- (a) Discuss THREE reasons why the United States of America was concerned about developments in the Dominican Republic in the early 1900s. (9 marks)
- (b) Examine FOUR features of United States involvement in the Dominican Republic in 1916. (16 marks)

Total 25 marks

Question 16.

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

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

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

- (a) Discuss THREE reasons why the Civil Rights Movement in the USA appealed to Caribbean people. (9 marks)
- (b) Examine FOUR ways in which the Civil Rights Movement influenced the Caribbean. (16 marks)

Total 25 marks

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SECTION D

Answer ONE question only in this section.

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

Question 17.

- (a) Describe THREE responses of British colonies to metropolitan rule by the end of World War II. (9 marks)
- (b) Examine FOUR results of the struggle by British colonies against metropolitan rule. (16 marks)

Total 25 marks

Question 18.

- (a) Describe THREE benefits to Puerto Rico from being an “associated free state” of the United States of America. (9 marks)
- (b) Examine FOUR reasons why some Puerto Ricans opposed “associated” status. (16 marks)

Total 25 marks

Theme 10 – Social Life, 1838 - 1962

Question 19.

- (a) Explain THREE factors responsible for the persistence of poor public health conditions throughout the British Caribbean in the **early** 1900s. (9 marks)
- (b) Examine FOUR measures taken by colonial governments to improve public health conditions in the British Caribbean **after** 1945. (16 marks)

Total 25 marks

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And the
free villages.

Question 20.

- (a) Explain THREE factors responsible for the practice of African-based religions in the Caribbean in the late 1900s. (9 marks)
- (b) Examine FOUR ways in which the Church responded to the practice of African-based religions in the British Caribbean especially after the 1940s. (16 marks)

Total 25 marks

END OF TEST

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SECTION A

Answer ONE question only from this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

- (a) Identify TWO areas through which Indigenous Peoples entered and settled in the Caribbean islands before the coming of the Europeans. (4 marks)
- (b) Describe the pattern of settlement of the THREE main groups of Indigenous Peoples in the Caribbean region at the time the Europeans arrived. (9 marks)
- (c) Examine THREE reasons why Indigenous Peoples migrated into the Caribbean region. (12 marks)

Total 25 marks

Question 2.

- (a) Outline TWO reasons for the voyages of Columbus. (4 marks)
- (b) Explain THREE benefits Europeans obtained from their New World contact. (9 marks)
- (c) Discuss FOUR effects of these voyages of the Europeans on the way of life of the Indigenous People. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) Outline TWO issues that were of **major** concern to sugar plantation owners. (4 marks)
- (b) Explain THREE ways in which any of these concerns affected the way in which labour was used on the estates. (9 marks)
- (c) Describe FOUR roles of enslaved women on sugar plantations. (12 marks)

Total 25 marks

Question 4.

- (a) Give TWO reasons why some enslaved African women disliked working in the Great House on a Caribbean sugar plantation. (4 marks)
- (b) Explain THREE advantages of working in the Great House on a Caribbean sugar plantation. (9 marks)
- (c) Examine FOUR reasons why it was difficult for an enslaved African woman to raise a family on a Caribbean slave plantation. (12 marks)

Total 25 marks

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SECTION B

Answer ONE question only from this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Explain THREE reasons why enslaved Africans escaped from their plantations to join Maroon communities. (9 marks)
- (b) Examine FOUR factors which influenced the development of Maroon communities in Jamaica. (16 marks)

Total 25 marks

Question 6.

Imagine that you are a French official visiting St. Domingue in August 1791. Write home to your Supervisor explaining FIVE of the several factors responsible for the outbreak of the Haitian Revolution.

Total 25 marks

Theme 4 – Movement towards Emancipation

Question 7.

- (a) Explain THREE economic arguments used by planters to support slavery in the British Caribbean. (9 marks)
- (b) Examine TWO religious and TWO humanitarian reasons that caused many Christian missionaries to attack plantation slavery in the British Caribbean. (16 marks)

Total 25 marks

Question 8.

- (a) Explain THREE reasons for the introduction of amelioration measures in the British and the French Caribbean territories. (9 marks)
- (b) Examine FOUR reasons for the failure of these amelioration measures in the Caribbean. (16 marks)

Total 25 marks

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Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

- (a) Discuss THREE of the **major** problems in the Caribbean sugar industry between 1838 and 1876. (9 marks)
- (b) Examine FOUR measures adopted by the planters to solve the problems in the Caribbean sugar industry between 1838 and 1876. (16 marks)

Total 25 marks

Question 10.

- (a) Explain THREE difficulties which the Church encountered in its efforts to provide education in the British Caribbean between 1838 and 1876. (9 marks)
- (b) Discuss TWO positive and TWO negative effects of the education given to Caribbean children between 1838 and 1876. (16 marks)

Total 25 marks

SECTION C

Answer ONE question only from this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

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

Large-scale banana cultivation started in earnest around the 1880s. More and more merchants and professionals bought up abandoned sugar estates and planted bananas using imported Indian labour.

*Adapted from H. Beckles and V. Shepherd,
Freedoms Won: Caribbean Emancipations, Ethnicities and Nationhood.
Cambridge University Press, p. 116.*

- (a) Describe THREE factors which led to large-scale cultivation of bananas in the Caribbean from the late 1800s. (9 marks)
- (b) Examine FOUR difficulties which affected the Caribbean banana industry in the 1900s. (16 marks)

Total 25 marks

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Question 12.

Write an essay tracing the development of EITHER the bauxite industry in Guyana OR the oil industry in Trinidad, up to 1985.

In relation to the industry of your choice, you should include the reasons for its emergence, its progress and expansion, problems experienced and its impact on society.

Total 25 marks

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

Question 13.

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

By the early 1920s, Marcus Garvey's message of equal rights and economic independence for blacks had attracted followers to a network of UNIA branches in the U.S.A. and the Caribbean. UNIA became the major organized group speaking out against the poor health, housing and working conditions of the mass of people. Unfortunately, authorities in some countries saw Marcus Garvey as a threat and opposed his activities.

*Adapted from J. Ferguson, The Story of the Caribbean People.
Ian Randle Publishers, pp. 242 – 243.*

- (a) Explain THREE reasons why those in authority opposed the activities of Marcus Garvey and the UNIA. (9 marks)
- (b) Examine FOUR features of Garvey's proposals which were aimed at improving the social and economic conditions of Caribbean people. (16 marks)

Total 25 marks

Question 14.

- (a) Give THREE reasons for the rapid rise of trade unions in the British Caribbean in the first half of the twentieth century. (9 marks)
- (b) Describe FOUR of the obstacles trade unions faced during the first half of the twentieth century. (16 marks)

Total 25 marks

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

Question 15.

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

At various times, the Monroe Doctrine gave the United States government an excuse to intervene in the internal affairs of certain Latin American nations. By supporting or helping to depose certain leaders, pressure was used to get those countries to act according to the wishes of the United States.

*Adapted from L. Honeychurch, The Caribbean People.
Third Edition, Nelson Thornes, p. 162.*

- (a) Outline THREE main provisions of the Monroe Doctrine. (9 marks)
- (b) Examine FOUR reasons why the United States intervened in the Dominican Republic in 1916. (16 marks)

Total 25 marks

Question 16.

The United States of America has made a tremendous contribution to the development of the British Caribbean. One of the areas in which the Americans have been influential in the 1900s has been in the field of culture.

- (a) Suggest THREE reasons why American culture was able to influence the British Caribbean. (9 marks)
- (b) Examine FOUR examples of the negative impact of American cultural influence in the Caribbean. (16 marks)

Total 25 marks

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SECTION D

Answer ONE question only from this section.

Theme 9 – Movements Towards Independence and Regional Integration

Question 17.

The British West Indian Federation of 1958 –1962 could be described as one with a gradual rise but a rapid fall.

- (a) Explain THREE factors which led to the formation of the British West Indies Federation of 1958. (9 marks)
- (b) Examine FOUR reasons for the collapse of the Federation. (16 marks)

Total 25 marks

Question 18.

French Guiana, Martinique and Guadeloupe are departments of France as distinct from being independent countries.

- (a) Give THREE reasons why French Guiana, Martinique and Guadeloupe are departments of France. (9 marks)
- (b) Examine FOUR benefits these countries enjoyed after becoming departments of France. (16 marks)

Total 25 marks

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Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Describe THREE major public health problems in the British Caribbean between 1838 and 1876. (9 marks)
- (b) Examine FOUR measures adopted by colonial governments to improve public health conditions in the British Caribbean after 1846. (16 marks)

Question 20.

- (a) Explain THREE reasons why many Africans continued to practise African-based religions after 1838. (9 marks)
- (b) Examine FOUR factors which allowed the Church to keep its influence in the African community long after slavery was abolished. (16 marks)

Total 25 marks

END OF TEST

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SECTION A

Answer ONE question only in this section.

Theme 1 – The Indigenous Peoples and the Europeans

Question 1.

- (a) State THREE features of gender relations in EITHER Taino (Arawak) OR Kalinago (Carib) society. (12 marks)
- (b) Describe THREE features of the social organization of the Maya. (13 marks)

Total 25 marks

Question 2.

Read the extract below then answer the questions that follow.

After the voyages of Columbus, many Europeans came to live in the New World which was very different from the Old World. They had to make some changes to their lifestyle but they gained many benefits. After the arrival of the Europeans, life for the indigenous peoples was changed forever.

- (a) Explain FOUR ways in which the European conquest affected the lives of indigenous peoples. (13 marks)
- (b) Describe THREE benefits Europeans obtained from the New World. (12 marks)

Total 25 marks

Theme 2 – Caribbean Economy and Slavery

Question 3.

- (a) Give THREE reasons why enslaved Africans were brought to the Caribbean by Europeans during the 1500s. (9 marks)
- (b) Outline FOUR reasons for the increased use of African labour in the Caribbean from the 1600s to the 1800s. (16 marks)

Total 25 marks

Question 4.

- (a) Describe FOUR ways in which race affected social relations on the sugar plantations in the Caribbean during the 1700s. (12 marks)
- (b) Discuss THREE ways in which class and gender affected family life on the sugar plantations in the Caribbean. (13 marks)

Total 25 marks

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SECTION B

Answer ONE question only in this section.

Theme 3 – Resistance and Revolt

Question 5.

- (a) Outline TWO examples of passive resistance that were used by both enslaved men and women in the Caribbean. (5 marks)
- (b) Outline TWO examples of active resistance that were used by both enslaved men and women in the Caribbean. (5 marks)
- (c) Describe THREE methods of resistance to slavery that were used ONLY by enslaved women. (15 marks)

Total 25 marks

Question 6.

Discuss the effects of the Haitian Revolution UP TO 1830 on

- (a) Haiti
- (b) the rest of the Caribbean. **Total 25 marks**

Theme 4 – Movement towards Emancipation

Question 7.

- (a) State FOUR reasons for the increase in slave rebellions after the abolition of the African slave trade in 1807. (10 marks)
- (b) Outline FOUR reasons why these slave revolts were unsuccessful. (10 marks)
- (c) Explain TWO ways in which these revolts helped to bring about the abolition of slavery in the British Caribbean. (5 marks)

Total 25 marks

Question 8.

- (a) Identify FOUR similarities between the British and French anti-slavery movements. (10 marks)
- (b) State TWO differences between the British and French anti-slavery movements. (5 marks)
- (c) Explain FOUR factors responsible for the success of the British anti-slavery movement. (10 marks)

Total 25 marks

Theme 5 – Adjustments to Emancipation, 1838 – 1876

Question 9.

- (a) Outline FOUR reasons why some Caribbean territories imported overseas labourers after 1834. (13 marks)
- (b) Explain FOUR ways in which Indian indentured workers strengthened the sugar industries of Guyana and Trinidad in the latter half of the nineteenth century. (12 marks)

Total 25 marks

Question 10.

- (a) Describe FOUR ways in which missionary groups and churches helped the development of the free villages after 1838. (13 marks)
- (b) Describe THREE **other** ways in which missionary groups and churches helped the freed people after Emancipation. (12 marks)

Total 25 marks

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SECTION C

Answer ONE question only in this section.

Theme 6 – Economic Diversification, 1875 – 1985

Question 11.

- (a) Explain FOUR factors within the British Caribbean which caused difficulties for the sugar industry between the 1880s and early 1900s. (16 marks)
- (b) Identify THREE factors outside the Caribbean which caused difficulties for the sugar industry between the 1800s and early 1900s. (9 marks)

Total 25 marks

Question 12.

- (a) Describe THREE factors that encouraged diversification of Caribbean economies in the late 1800s and 1900s. (9 marks)
- (b) Outline FOUR major factors that made possible the growth of industrial enterprises in the British Caribbean since 1945. (16 marks)

Total 25 marks

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

Question 13.

- (a) Outline FIVE methods used by Marcus Garvey and the UNIA to improve the condition of Blacks in the Caribbean. (15 marks)
- (b) Give THREE reasons why many people were opposed to Marcus Garvey. (10 marks)

Total 25 marks

Question 14.

- (a) Describe FOUR major factors that encouraged the growth of trade unions in the British Caribbean between 1900 and 1945. (13 marks)
- (b) Outline FOUR ways in which labour laws have benefited Caribbean workers. (12 marks)

Total 25 marks

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

Question 15.

- (a) Describe FOUR major steps taken by the United States to acquire land to build a canal from the Atlantic to the Pacific Ocean in the early 1900s. (12 marks)
- (b) Outline FOUR reasons why the United States invaded and occupied Haiti in 1914. (13 marks)

Total 25 marks

Question 16.

- (a) Outline FOUR reasons why some Cubans criticized the role of the United States in Cuba between 1898 and 1959. (13 marks)
- (b) Outline THREE reasons why relations between the United States and Cuba worsened between 1959 and 1962. (12 marks)

Total 25 marks

SECTION D

Answer ONE question only in this section.

Theme 9 – Movements Towards Independence and Regional Integration up to 1985

Question 17.

Explain the MAIN reasons for the failure of the 1958 British Caribbean Federation.

Total 25 marks

Question 18.

- (a) Give FOUR reasons why many Puerto Ricans showed discontent with their colonial status between 1900 and the 1940s. (13 marks)
- (b) Describe THREE advantages that Puerto Rico gained from becoming an Associated State of the United States after 1947. (12 marks)

Total 25 marks

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Theme 10 – Social Life, 1838 – 1962

Question 19.

- (a) Identify ONE Christian, ONE Hindu, and ONE Islamic festival celebrated in the Caribbean. (3 marks)
- (b) Examine FOUR reasons why government officials of the period disapproved of non-Christian cultures in the Caribbean. (12 marks)
- (c) Outline THREE reasons why attitudes of government officials towards Hinduism and Hindu festivals changed after the 1960s. (10 marks)

Total 25 marks

Question 20.

- (a) Examine FOUR reasons why Rastafarianism was unpopular in some sections of Caribbean society between the 1920s and the 1960s. (13 marks)
- (b) Account for the more general acceptance of Rastafarianism in the Caribbean since the 1960s. (12 marks)

Total 25 marks

END OF TEST