

History as a discipline has three aspects – its contents, its organization principles and its methods of enquiry. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985.

The syllabus consists of a Core and nine Themes. The themes are arranged in Section A to C. Students are required to study the Core in the manner described in the objectives below, and to study in detail one Theme from each of the three Sections (A,B,C).

The Core

The core represents an overview of the broad trends and major developments in Caribbean History with which every student of the subject should be familiar.

On completing the Core, students should be able to demonstrate knowledge and understanding of:

1. The causes and consequences of interaction within and among the major groups in the region, namely: Indigenous peoples, Africans, Asians and Europeans;
2. Enslavement and emancipation in the Caribbean;
3. The responses to the challenges in the 19th century: new arrivals and the establishment of the peasantry;
4. The involvement of the United States in the Caribbean;
5. The part played by the 20th century protest movements and other groups to achieve political independence.

For the Core, students should be aware of the salient facts and concepts of the topics listed below.

1. The Indigenous Peoples of the Americas
2. The Europeans
3. The Economic Revolution and the coming of enslaved Africans
4. Slave Resistance
5. Emancipation and Apprenticeship
6. The coming of the Chinese, Europeans (Maderians, Germans, French), Indians and Africans.
7. The Establishment of the Peasantry, 1838 to 1900

8. The United States' influence in the Caribbean
9. Popular Protests in 1930s
10. Movements towards Independence and Regional Integration up to 1985.

The themes

The period from the late fifteenth century to the late twentieth century is covered by nine themes organized in three sections:

Section A

Themes

1. Indigenous Peoples and the Europeans
2. Caribbean Economy and Slavery
3. Resistance and Revolt

Section B

4. Metropolitan Movements towards Emancipation
5. Adjustments to Emancipation, 1838 – 1876
6. Caribbean Economy, 1875 – 1985

Section C

7. The United States in the Caribbean 1776-1985
8. Caribbean Political Development in the 20th century
9. Caribbean Society in the 20th century.

Format of examinations

The syllabus will be examined at General proficiency only. The examination consists of a multiple-choice paper, a free response paper and a School Based Assessment (SBA) component, worth 35, 44 and 21 per cent of the total marks respectively.

Paper 1 (60 marks) 1 hour and 15 minutes

Multiple Choices (35%)

This paper consists of 60 multiple choice items based on the Core. Five items will be set on each of the 10 listed topics; the remaining 10 items will not be identified with a specific topic; but will focus on general trends and overall chronology.

Paper 2 (75 marks) 2 hour and 10 minutes

Short- answer and essay questions (44%)

This paper consists of 18 questions with two questions set on each of the nine themes. The paper is divided into three questions, one from each section.

One section will consist of short-answered questions. Questions from the other sections will require responses in the form of extended essays. The sections chosen for these types of questions and responses may vary from year to year.

Some questions will be based on stimulus material to which candidates are required to respond. The stimulus material may include extracts from documents, pictures, cartoons, maps, statistical tables and graphs and the response required may be a single sentence, a short paragraph or an essay.

Candidates must answer one question from each of the three sections of the syllabus.

Paper 3/ Part 1 (35 marks)

School Based Assessment (SBA) (21%)

One project set and marked by the school, using the mark schemes provided on page 23 of the syllabus.

REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and Paper 03/2.

Paper 03/2 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognized educational institution. See pages 29 - 30 for further details.

◆ RECOMMENDED TIME ALLOCATION

It is recommended that in order to satisfy the requirements of the History syllabus, a minimum of four teaching periods of 30 to 40 minutes each per week be allocated.

◆ THE CORE

Students will be expected to study the following topics in order to make themselves familiar with the major developments of Caribbean History. **Teachers should teach each topic in harmony with the relevant themes that are chosen.**

A. The Indigenous Peoples of the Americas

1. Migration of indigenous peoples to the Americas and to the Caribbean territories (through North, Central and South America) and their interactions.
2. Geographical location of Taino (Arawaks), Kalinago (Caribs) and Maya.
3. Social, religious, political and economic organisation of Taino, Kalinago and Maya.

B. The Europeans

1. Factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17th century, including wind systems and ocean currents, *technology, trade, religion and national rivalry*.
2. Spanish colonisation and its effects on the indigenous populations.
3. European rivalry in the Caribbean up to 1763 - trade, piracy, warfare, privateering, buccaneering, settlement *and colonization*.

C. The Economic Revolution and the Coming of the Africans

1. Overview of West African societies in the 15th century: economic, religious and political organisation and social relations.
2. Reasons for the change from tobacco to sugar and from logwood to mahogany.
3. Social, economic and political changes accompanying the transitions.
4. Trade in enslaved Africans: procurement, transportation and sale in the Caribbean.
5. Plantation Society - social, economic and political organisation.

D. Slave Resistance

1. Measures used to control enslaved Africans.
2. Forms of resistance by males and females.
3. Maroons: origins and achievements.
4. The causes of the major slave revolts (Haiti 1781 - 1804, Berbice 1763, Barbados 1816, Demerara 1823, Jamaica 1831) and the reasons for their success or failure.

E. Emancipation and Apprenticeship

1. Reasons for the abolition of the Trans-Atlantic trade in Africans.
2. The Amelioration proposals.
3. Social, economic and political factors which led to the abolition of slavery in the Caribbean.
4. The main provisions of the Emancipation Act and the problems of the Apprenticeship system.

F. Coming of the Chinese, Europeans, Indians and Africans

1. Push and pull factors that led to the migration of Liberated Africans, Europeans (Madeirans, Germans, French), Indians and Chinese to the Caribbean in the 19th century.
2. Working and living conditions of immigrant groups in the Caribbean.
3. Effects of immigration on the social, cultural and the economic life of the Caribbean.

The Establishment of the Peasantry 1838 to 1900

1. The conditions which facilitated or hindered the development of a Caribbean peasant population and the *growth* of the free village movement in the Caribbean to the end of the 19th century.
2. The development of an Indo-Caribbean peasantry in Trinidad and Guyana.
3. *Contribution* of the peasantry to the social and economic life of the Caribbean.

H. The United States' Influence in the Caribbean

1. Economic, political and ideological factors which influenced the United States' interest in the Caribbean up to 1962.
2. *Reasons for* United States intervention in the following territories: Cuba and Puerto Rico (1898); Panama (1904); Haiti (1915) and the Dominican Republic (1916) and Grenada (1983).
3. The economic, political and cultural effects of United States' imperialism in the English speaking Caribbean up to 1985.
4. United States reaction to Cuban Revolution 1859 - 1962.

I. Popular Protests in the 1930s

1. The economic, political and social factors which created the protests of the 1930s in the Caribbean.
2. *The role of outstanding male and female protest leaders.*
3. Consequences of the protests - the Moyne Commission, the development of trade unions and political parties; the emergence of male and female personalities.

J. Movements Towards Independence and Regional Integration up to 1985

1. *Attempts at unification up to 1958 and reasons for failure and the results.*
2. Constitutional steps towards Independence in the British-colonized territories
3. Constitutional arrangements in the French and Dutch Antilles and Puerto Rico.

◆ **THE THEMES**

1. The Themes are arranged in chronological sequence and teachers are advised to maintain this arrangement by planning their lessons around the Core. The Themes that are chosen, however, require more in-depth study.
2. Schools may offer a theme not listed in the syllabus (see page 5 for the rules governing this option).

Candidates are required to study *three* Themes in depth, one from each of the following sections:

THEME 1: THE INDIGENOUS PEOPLES AND THE EUROPEANS

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the migratory and settlement patterns of the indigenous peoples in the Caribbean up to the arrival of the Spanish in 1492;
2. describe the social, political and economic practices of the indigenous peoples in the Americas up to 1492;
3. explain the relationship between the main art forms and the beliefs and technology of the indigenous peoples;
4. explain the factors that led to Columbus' voyages;
5. assess the impact of the Europeans on the indigenous people up to 1542;
6. assess the impact of the indigenous peoples on the Europeans up to 1542.

CONTENT

1. Migration and settlement patterns.
2. Taino, Kalinago and Maya practices:
 - (i) Interaction among social groupings of each people;
 - (ii) Political systems and leadership roles;
 - (iii) Economic patterns - levels of self-sufficiency, acquisition of surplus.
3.
 - (i) Indigenous art forms - architecture, music, painting, pottery, sculpture, dance.
 - (ii) Indigenous beliefs and technology:
 - (a) Polytheism - types of gods/goddesses;
 - (b) Animism;
 - (c) Ancestral worship and sacrifice;
 - (d) Scientific applications - mathematics, agriculture, astronomy.
4. Motivating factors that led to Columbus' voyages - "Gold, God, Glory".

5. *Impact of the Europeans on the Indigenous peoples:*

- (i) *Demographic changes;*
- (ii) *Colonization;*
- (iii) *Cultural imposition;*
- (iv) *Economic destabilization.*

6. *Impact of the Indigenous peoples on the Europeans:*

- (i) *Introduction of crafts, agricultural products;*
- (ii) *Provision of labour;*
- (iii) *Diseases.*

THEME 2: CARIBBEAN ECONOMY AND SLAVERY

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the change from tobacco to sugar and logwood to mahogany;
2. assess the social, political and economic consequences of the changes in (1) above;
3. explain the reasons for the enslavement of Africans in the Caribbean;
4. describe the Trans-Atlantic Trade in Africans;
5. describe the ways in which African labour was used in areas other than sugar production;
6. describe the organisation of a typical sugar plantation;
7. describe the manufacturing processes on a typical sugar plantation before 1838;
8. identify the markets for the products in (7) above, before 1850;
9. describe African cultural forms in the Caribbean up to 1838;
10. describe the social relations in slave society.

CONTENT

1. Economic revolutions: sugar and mahogany.
2. Social, political and economic consequences.
3. Accessibility, affordability, demand, attempts to justify enslavement of Africans.
4. Trans-Atlantic Trade – Organization, Impact on West African societies, and experiences of its victims.
5. Mahogany, logwood, cotton, coffee and cocoa production.
6. Physical layout and use of labour (male and female).
7. Sugar production: field, factory and shipping; rum production: fermentation, distillation, ageing and bottling.
8. Markets for sugar and rum; profitability, risks.
9. African cultural forms: religion, language, dress, music, dance, food, and medicine.
10. Social relations: class, gender, ethnic relations.

THEME 3: RESISTANCE AND REVOLT

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the various forms of slave control in the British, French and Spanish Caribbean;
2. evaluate the various forms of resistance of enslaved men and women;
3. explain the origins and development of Maroon societies in Jamaica, Suriname and Guyana;
4. explain the origins and course of the Haitian Revolution up to 1804;
5. assess the effects of the Revolution on Haiti and the wider Caribbean;
6. explain the causes, nature and consequences of major revolts.

CONTENT

1. Slave control: legal, economic, psychological, social, ideological, physical and cultural.
2. Forms of resistance (male and female): insurrectionary and non-insurrectionary.
3. Maroon societies: origins and development.
4. The Haitian Revolution: causes and course.
5. Consequences of the Revolution for Haiti and the wider Caribbean – social, economic and political.
6. Major revolts (Berbice, 1763; Barbados, 1816; Demerara, 1823; Jamaica, 1831) causes, nature, consequences.

SECTION B

THEME 4: METROPOLITAN MOVEMENTS TOWARDS EMANCIPATION

SPECIFIC OBJECTIVES

Students should be able to:

1. assess the effects of nineteenth century revolts on the emancipation process;
2. assess the attitudes and arguments advanced by interest groups;
3. compare the course of the British, French and Spanish anti-slavery movements;
4. describe the British and French Amelioration policies;
5. evaluate the clauses of the 1833 Act of Abolition (Emancipation Act);
6. assess the workings of the Apprenticeship system up to 1838;
7. analyze the terms of the 1833 Act of Emancipation.

Handwritten notes:
- 1816
- 1823 Revolts
- 1831
- w. India
- In West
- Industrialists
- Non-conform
- Humanitarianism

CONTENT

1. Responses to revolt: negative effects on slavery, positive effects on the emancipation process.
2. Attitudes towards slavery; arguments of interest groups for and against slavery - Economic, humanitarian, religious.
3. Anti-slavery movements: early protest, organized campaign, Caribbean reactions, outstanding personalities.
4. Amelioration: aims, features, results.
5. British Emancipation Act: main clauses - freedom, apprenticeship, compensation.
6. Apprenticeship: features, conditions, responses, results.
7. The Emancipation Act: attitude to planters, attitude to ex-slaves.

THEME 5: ADJUSTMENTS TO EMANCIPATION, 1838 - 1876

SPECIFIC OBJECTIVES

Students should be able to:

1. identify the problems affecting the sugar industry in the English-speaking Caribbean 1838-1854;
2. describe the attitudes to labour in the English-speaking Caribbean after 1838;
3. account for the various schemes of migration as a solution to the problems of labour;
4. assess the effects of immigration on the sugar industry and the impact of selected migrant groups on society;
5. evaluate the impact of the free village settlements in the English-speaking Caribbean;
6. assess the contribution of free peasants to Caribbean society;
7. explain the reasons for the adoption of Crown Colony Government in the English Caribbean in the 19th century.

CONTENT

1. *Problems of sugar industry: labour, capital, technology, free trade.*
2. *Attitudes to labour: landowners, employers, free persons.*
3. *Schemes of migration: European, African, Madeirans, Indians, Chinese.*
4. *Economic effects of migration: supply, production, viability; Impact of migrants on society- Indians, Chinese, Madeirans*
5. *Emergence of Free villages: outstanding personalities attitudes, responses, enabling factors; Impact: labour supply on plantation, utilities, social services (schools)*
6. *Contribution of peasantry: social, economic and political.*
7. *Crown Colony government: Old Representative Government, popular disaffection, changing Colonial Office policy.*

THEME 6: CARIBBEAN ECONOMY 1875 -1985

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the factors that created the crisis in the British-colonized Caribbean sugar industry in the late 19th century;
2. assess the measures taken to resolve the crisis in the British-colonized Caribbean sugar industry during late 19th century and early 20th century;
3. analyze the factors that led to the growth of the Cuban sugar industry in the 19th century;
4. explain the factors that encouraged the growth and survival of alternate agricultural enterprises in the British-colonized Caribbean up to 1935;
5. explain the factors that led to the establishment and growth of the extractive and service industries in the Caribbean up to 1985;
6. assess the effects of industrialization on the English-speaking Caribbean.

CONTENT

1. *Factors which caused decline:*
 - (i) Environmental
 - (ii) Trade Regulations
 - (iii) Technological backwardness
 - (iv) Factors of production
 - (v) Competition from beet producers (effect on process)

2. *Measures to resolve crisis:*
 - (i) Imperial policies
 - (ii) Markets
 - (iii) Science and Technology

3. *Growth of Cuba's sugar industry:*
 - (i) Investments
 - (ii) Advanced Technology
 - (iii) Entrepreneurship
 - (iv) Markets

4. *Growth and survival of alternative agriculture:*
 - (i) Government policies
 - (ii) Education and training
 - (iii) Markets
 - (iv) Investment Capital
 - (v) Entrepreneurship

5. *Industrial development factors:*
 - (i) Natural resources
 - (ii) Government policies
 - (iii) Investment capital
 - (iv) Technology
 - (v) Communications
 - (vi) Human Resources

6. *Effects of industrialization:*
 - (i) Urbanization
 - (ii) Occupations
 - (iii) Impact on women – social, economic, political
 - (iv) Standard of living

SECTION C

THEME 7: THE UNITED STATES IN THE CARIBBEAN, 1776 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. assess the reasons for United States interest in the Caribbean between 1776 - 1870;
2. explain the factors responsible for United States involvement in the selected Caribbean territories 1898 - 1985;
3. assess the consequences of the United States involvement in selected Caribbean 1898 - 1985;
4. describe the policies of the Castro revolution;
5. assess the United States response to the Castro revolution, 1959 - 1962;
6. explain the impact on the Caribbean of the Castro revolution between 1959 - 1985;
7. assess the impact of United States involvement in the English-speaking Caribbean between 1939 - 1985.

CONTENT

1. Reasons for United States interest in the Caribbean:
 - (i) Defence;
 - (ii) Expansionism;
 - (iii) Trade and Investments;
 - (iv) United States ideology. *- Monroe Doctrine*
2. Factors/conditions - imperialism, trade routes, natural security; political instability; foreign interferences; ideological conflict as seen in:
 - (i) Cuba (1898); - *imper. + nat. security*
 - (ii) Puerto Rico (1898); - *imper / security*
 - (iii) Panama (1903); - *trade routes / foreign*
 - (iv) Haiti (1915); - *RC / D.D.*
 - (v) Dominican Republic (1916);
 - (vi) Grenada (1983). - *for inter / id. conflict*
3. Economic, political and cultural consequences of United States involvement in territories listed in (2) above.

Policies of the Castro revolution:

- (i) Political, economic and social reforms; ✓
- (ii) Consolidation of the revolution; ✓
- (iii) Nationalism and Communism; ✓
- (iv) Opposition to the United States. ✓

5. *United States response:*

- (i) Political and economic embargo; ✓
- (ii) Ideological warfare; ✓
- (iii) Military intervention; ✓
- (iv) International pressure; ✓

6. *Impact of Castro revolution:*

- (i) Spread of socialism;
- (ii) Creation of United States economic and political spheres of influence;
- (iii) Anti-communistic campaign;
- (iv) The Cold War.

7. *Impact of United States involvement in the English-speaking Caribbean:*

- (i) Economic effects; ✓
 - (ii) Political effects; ✓
 - (iii) Cultural effects. ✓
- Ans. of next*

THEME 8: CARIBBEAN POLITICAL DEVELOPMENT UP TO 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the reasons for the failure of the major attempts at unification in the British-colonized Caribbean before 1939;
2. assess the relationship between popular protest and political developments in the Caribbean between 1935-1958;
3. explain the reasons for the establishment of a federation of the British West Indies between 1945 and 1958;
4. explain the reasons for the failure of the British West Indies Federation in 1962;
5. describe the contribution made to Caribbean integration by outstanding personalities (male and female) in the English-speaking territories.
6. describe constitutional arrangements used by non English-speaking Caribbean territories as alternatives to independence.

CXC

CONTENT

1. Early attempts - Leeward Islands 1671, Leeward Islands 1840s, Windward Islands 1874 - 1876. Economic, political and social reasons for failure.
2. Moyne Commission, outcomes of protests and riots, trade unions, political parties, adult suffrage and self-government.
3. Movement to establish a federation: Reasons for unity - economic, social and political similarities. Role of the Colonial office.
4. Reasons for failure - economic, political, and social factors.
5. Personalities involved in integration: early life, education, career, philosophy, impact on movement.
6. Alternatives to independence:
 - (i) Plebisite and Commonwealth - Puerto Rico;
 - (ii) Tripartite kingdom - Netherland Antilles;
 - (iii) Departements - French Islands.

THEME 9: CARIBBEAN SOCIETY, 1900 - 1985

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the social and economic conditions existing in the Caribbean between 1900 and 1935;
2. outline efforts made to improve social conditions by different agents;
3. describe various aspects of social life;
4. explain the reasons for the emergence of various religious groups in the Caribbean;
5. assess the implications of membership in the various groups.

CONTENT

1. Social and economic conditions (i) housing; (ii) cost of living; (iii) working conditions; (iv) unemployment; (v) health.
2. Organizations involved in improving living conditions: trade unions; governments (policies); women's organization; United Negro Improvement Association (UNIA).
3. Aspects of social life: (i) ethnic/race relations; (ii) festivals and celebrations; (iii) recreation; (iv) transport and communication; (v) art forms (architecture, visual and performing arts).



Religious groups: (i) Christian Churches - Established and Evangelical; (ii) Hinduism; (iii) Islam; (iv) African-Christian syncretic religions, for example, Orisha, Shango; Kumina, Revivalism, Spiritual Baptists; (v) indigenous religions, for example, Rastafarianism.

5. Implications of membership: social, economic and political.

GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL BASED ASSESSMENT

RATIONALE

School Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring knowledge, skills and attitudes that are critical to the subject. The activities for the SBA 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 SBA 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 valid assignments for the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School Based Assessment provides an opportunity to individualize a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School Based Assessment also facilitates the development of critical skills and abilities and enhances the validity of the examination scores 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.

SBA REQUIREMENTS

The School Based Assessment component of the Caribbean History Syllabus is a single research project. The area of research for the project may be selected from *either the Core, Themes or some aspect of Local History* (see requirements on pages 6-7).

Every school candidate who enters for the History examination must submit a research project. Students may work individually or in groups to research a specific topic. However, each student must produce an original report. No two reports from the same group should be identical. The report should be between 1200 to 1500 words in length (approximately 12 to 15 pages, including illustrations) and should include a bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

The research project should be neatly hand-written or if typed, must be double spaced. Any audio-visual materials used for a project should be submitted as part of the report for that project.

The teacher will be required to approve the research topic to be investigated, guide the candidate during the process of research and mark the completed work according to the guidelines provided by CXC, and submit the marks to the Council by April 30th in the year of the examination.

SPECIFIC OBJECTIVES

The following Specific Objectives have been designed for the School Based Assessment.

Candidates should be able to:

1. identify an area of research appropriate to the Core, Theme or Local History;
2. develop a rationale for selecting the area of research;
3. identify and evaluate different sources of evidence (primary and secondary);
4. analyse and interpret the information with respect to the research question;
5. make conclusions which are fully supported by the evidence;
6. present their findings in acceptable language.

SPECIFIC GUIDELINES FOR RESEARCH PROJECT

The research topic

1. The research topic must be written in the form of a question.
2. It should be testable, that is, students should be able to collect information to answer the question.
3. It should be stated clearly, specifying the exact time frame to be used in answering the question.

Examples of research topics

1. In what ways did Taino culture differ from that of the Mayan in the pre-Columbian period?
2. To what extent is it true to say that the 18th century French slave laws and practice were more humane than those of the British?
3. "In its treatment of the workers, Indian Indentureship between 1845 and 1917 in Trinidad proved to be simply another form of slavery". Does the evidence support this statement?
4. Is it true to suggest that social conditions in the British Caribbean in the 1930's, showed little or no improvement over that of the 1830's?
5. What evidence is there to show that Spanish Town was the capital of Jamaica (or St. Joseph was the capital of Trinidad) in the 16th century?

Gathering the evidence

The most frequently-used ways of gathering the evidence to answer the question are:

Primary Sources – first hand evidence, for example, diaries, letters, official records. These are obtainable in museums, archives and some libraries. A candidate presenting a paper on the first topic above, for example, should be able to find Taino artifacts in the local museum and could take photographs of these as evidence of Taino culture. Mayan artifacts could then be sourced from books on the Mayan in the school library and the differences between the two cultures could then be used as evidence to answer the question. For the last question in the sample, a candidate, using a camera, will find many examples of Spanish architecture, street names and so on, to present useful evidence of Spanish occupation in the respective islands.

Secondary Sources – second hand evidence, for example, books, newspapers, and magazine articles. They are more widely used in History and are easily available in most libraries.

Managing the project

The project is worth 21% of the total marks and 21% of the allocated class time should be devoted, therefore, to the project. This will allow time for teachers to explain the requirements, to discuss the assessment criteria and allow time for discussion of project work.

Planning

It is important to start planning for the project work early. Agreed deadlines should be established. Dates for the following activities should be set.

1. submission of research title;
2. description of research project (two or more sentences);
3. completion of information collection;
4. submission of first draft;
5. research project completion.

Length

The length of the project should be between 1200 and 1500 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. Candidates should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the quality of achievement at every evaluative level.
2. It should be clearly emphasized to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.
3. The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive enquiry, suggesting sources of information, advising on content and clarity in the writing of the research project.

Authenticity

Teachers should ensure that each research project is the work of the candidate. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following techniques:

1. discussions with the candidate;
2. having candidates explain primary and secondary sources needed and summarize findings;
3. having students complete aspects of the research project during class time. ✓

TEACHER'S CHECK LIST

CRITERIA	NATURE OF THE PROJECT/ASSIGNMENT	YES	NO
VALIDITY OF THE PROJECTS	1. I had a brainstorming session with my class to share information on topics available from the Core, Theme or Local History that could be used for SBA.		
	2. I approved all my students' research proposals.		
	3. I monitored students' progress by giving them feedback as to the quality of their work and availability of resource materials.		
	4. I advised students of dates for completion of their papers.		
	5. I collected and marked the projects, took copies as records and submitted samples in keeping with CXC guidelines.		
TEACHING STRATEGY	6. I collaborated with students on the objectives of the investigation, the content required, the primary and secondary sources available, and the type of evidence required for answering the question.		
	7. I motivated students by triggering relevant prior knowledge about the topic they were investigating.		
	8. I guided them as needed and gave feedback before assessing performance.		
ASSESSMENT	9. I marked the projects, following the mark scheme in the syllabus.		
PRESENTATION	10. Candidates' reports are submitted in SIMPLE soft-backed folders of "Quarto" or "A4" size.		
	11. The candidates' name and registration number, title of the study and the name of the school are clearly written on the outside of the folder AND on the FIRST page.		
	12. A table of contents is included at the beginning of the research project.		
	13. The presentation, handwritten or typed, is neat and legible.		
	14. All illustrations are placed appropriately in the body of the text.		
	15. Candidates have a bibliography which represents an alphabetical list of the sources consulted for the research project.		
	16. In cases where greater detail cannot fit in the body of the work, candidates have used an appendix at the end of the project.		

◆ MARK SCHEME FOR RESEARCH PROJECTS

The project, which is expected to cover one term's work, should be marked out of 35.

CRITERIA		P2 (UK + EC)
1.	<u>Identify an Area of Research (2 marks)</u> <ul style="list-style-type: none"> - Area of research clearly identified - Area of research not clearly identified 	2 marks 1 mark
2.	<u>Develop a Rationale (3 marks)</u> <ul style="list-style-type: none"> - Rationale for selecting area of research fully developed - Satisfactory development of rationale - Limited development of rationale 	3 marks 2 marks 1 mark
3.	<u>Collection of Data (8 marks)</u> <ul style="list-style-type: none"> - Excellent use of sources - Good use of sources - Satisfactory use of sources - Weak use of sources 	7-8 marks 5-6 marks 3-4 marks 1-2 marks
4.	<u>Analysis & Interpretation (6 + 4 = 10 marks)</u> (a) <ul style="list-style-type: none"> - Excellent analysis of data - Satisfactory analysis of data - Weak analysis of data (b) <ul style="list-style-type: none"> - Conclusions are fully supported by the data - Conclusions are partially supported by the data - Conclusions are minimally supported by the data 	5-6 marks 3-4 marks 1-2 marks 4 marks 2-3 marks 1 mark
5.	<u>Presentation & Documentation (6+ 6 = 12 marks)</u> (a) <ul style="list-style-type: none"> - Excellent language skills - Satisfactory language skills - Weak language skills (b) <ul style="list-style-type: none"> - Excellent use of the conventions for writing a research paper - Satisfactory use of the conventions for writing a research paper - Weak use of the conventions for writing a research paper 	5-6 marks 3-4 marks 1-2 marks 5-6 marks 3-4 marks 1-2 marks
TOTAL		35 marks

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN HISTORY (SBA)

RESEARCH PROPOSAL

To be attached to each requested sample script

Teachers are advised to make a duplicate copy for each student.

To be completed by (Teacher will suggest a date)

NAME OF CANDIDATE: _____ CANDIDATE'S NUMBER: _____

NAME OF TEACHER: _____ NAME OF SCHOOL: _____

YEAR OF EXAMINATION: _____ SCHOOL CODE: _____

AREA OF RESEARCH: _____

BASIC OUTLINE OF STUDY:

(a) What is the rationale/aim of your study?

(b) How will you obtain your data?

(c) How do you intend to present the data?

TEACHER'S SIGNATURE: _____

CANDIDATE'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

DATE: _____



GLOSSARY

GLOSSARY OF CSEC TERMS USED IN SYLLABUS OBJECTIVES AND EXAMINATION QUESTIONS

TERMS	MEANING	COGNITIVE LEVEL
Describe	Illustrate something in words or provide factual information about it (that is, what it looks like, what are its component parts)	1 - Knowledge/ 2 - Comprehension
Identify	Name or point out specific components or features	1 - Knowledge
Outline	Give the main features, main points or general idea	1 - Knowledge
Account for	Explain by relating circumstances; give reasons for	3 - Application/ 4 - Analysis
Explain	Make plain or understandable; give reasons for/or causes of; show the logical development of a relationship	3 - Application/ 4 - Analysis
Examine	Identify key elements in a text, or the key points in an argument and closely evaluate them	3 - Application/ 4 - Analysis
Analyze	Break down information into its component parts, examining and trying to understand the organizational structure of such information	4 - Analysis
Discuss	Present a reasoned argument; consider points both for and against; explain the relative merits of a case	5 - Synthesis/ 6 - Evaluation
Compare	Present similarities as well as differences	6 - Evaluation
Assess	Identify shortcomings, weaknesses, disadvantages as well as strengths, advantages, benefits	6 - Evaluation

Western Zone Office
25 March 2009

