

HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY
PAPER 1 5101/1

Wednesday **27 MAY 2015** 9:00–11:00 A.M.

Additional materials:
Answer booklet

**MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

There are 7 questions, one on each theme. Each question is divided into 5 parts (a–e).

Answer ANY 4 questions. Each question is marked out of 20 marks.

The maximum mark for each part is shown in brackets [].

You are advised to spend no more than 30 minutes on each question.

Answer ALL questions in the answer booklet.



This question paper consists of 8 printed pages and 4 blank pages.

THEME 1: THE RENAISSANCE

Study the source about the Renaissance, then answer the questions which follow:

Like art, Renaissance literature reflected an emphasis on human achievement outside of religious influences. Italian scholars in the 1300s developed an interest in classical Greek and Roman literature. These scholars emphasised the study of grammar, history and poetry using classical texts. Many great humanist writers including Petrarch and Machiavelli wrote about politics and human achievement. Petrarch was so famous that the kings of two cities, Paris and Rome, invited him to become poet laureate or chief poet.

- (a) Name one Renaissance writer. [1]
- (b) Why were Renaissance writers called humanists? [3]
- (c) Explain why some Renaissance scientists were not accepted during this era. [5]
- (d) How similar was the impact of the printing press and scientific discoveries during the Renaissance era? [5]
- (e) 'The Renaissance helped to prepare Europe for western colonisation.' How far do you agree with this statement? Explain your answer fully. [6]

THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the extract on the English Civil War, then answer the questions which follow.

A new English Parliament was in session, and its members were inflexibly resolved to bring to a head, once and for all, the long and bitter dispute with the Crown. A train of events was set in motion which was destined to affect the lives of almost every inhabitant of the British Isles. Before the ensuing calm, many prominent men were executed, the country was bloodied by Civil War, and both King and Parliament were destroyed.

The Eleutheran Adventurers. Dr. Paul Albury, 1985.

- (a) What was the name of the leader of the Eleutheran Adventurers? [1]
- (b) Why did the Puritans migrate to Bermuda during the early 17th century? [3]
- (c) Explain why the Eleutheran Adventurers abandoned the island of Eleuthera. [5]
- (d) How similar were the challenges the early English settlers faced compared to those faced by the French settlers who settled in the Caribbean in the early 17th century? [5]
- (e) 'The Spaniards frequent attacks on The Bahamas prevented the islands from being settled during the late 17th century.' How far do you agree with this statement? Explain your answer fully. [6]

THEME 3: THE AMERICAN-BAHAMIAN CONNECTION

Study the source about Prohibition, and then answer the questions which follow.

In an effort to make the nation 'bone dry' and protect families from the effects of alcohol abuse, breweries, saloons, and distilleries are forced to close their doors after the ratification of the 18th Amendment on January 16, 1919. Ushering in the Prohibition Era, the legal enforcement of the law one year later sent the message of 'let rum alone' to Americans, but also gave rise to the illegal production and sale of liquor and increased gang-related violence.

- (a) What was the 18th Amendment of the United States Constitution called? [1]
- (b) Why were speakeasies created throughout the United States? [3]
- (c) Explain why The Bahamas became involved in Bootlegging. [5]
- (d) How similar were the roles of blockade runners in the late nineteenth century to those of bootleggers in the early twentieth century? [5]
- (e) 'Prohibition had a negative impact on the socio-economic development of The Bahamas.' Do you agree with this statement? Explain your answer fully. [6]

THEME 4:

SLAVERY IN THE BAHAMAS

Study the source about runaway slaves in The Bahamas, and then answer the questions which follow.

Perhaps the scarcity of runaways on the more rural and agricultural islands can be attributed to the fact that most slaves worked inland and the ports were more inaccessible to them than to the slaves in New Providence and on Turks and Caicos. The size of the free black population was smaller than in New Providence and Turks and Caicos. Moreover, the slaves on the more rural islands were much more insular and lacked knowledge of the outside world.

- (a) Name an abolitionist who fought to end slavery. [1]
- (b) Why did slaves run away from plantations? [3]
- (c) Explain why slaves revolted on Charles Farquharson's plantation. [5]
- (d) How similar were the slave revolts in The Bahamas and in the Haitian Revolution? [5]
- (e) 'The East India interest caused the abolition of slavery.' How far do you agree with this statement? Explain your answer fully. [6]

THEME 5: MOVEMENT TOWARDS EMANCIPATION

Study the sources about opposition to the abolition movement, and then answer the questions which follow.

The merchants and planters warned that abolition would mean ruin for Britain, as the whole economy would collapse. If Britain did not engage in the trade then others would. If Britain ceased to trade in slaves with Africa, our commercial rivals, the French and the Dutch, would soon fill the gap and the Africans would be in a much worse situation.

- (a) What did merchants and planters claim would happen to Africans if slavery was abolished? [1]
- (b) Why was the West India interest opposed to abolition? [3]
- (c) Explain how James Somerset's case affected the abolition movement. [5]
- (d) How similar were the roles of the Church of England and the Protestant churches in the abolition movement? [5]
- (e) 'The Industrial Revolution caused the abolition of slavery.' How far do you agree with this statement? Explain your answer fully. [6]

**THEME 6: THE ECONOMIC AND SOCIAL DEVELOPMENT OF
THE BAHAMAS IN THE LATE 19th
AND EARLY 20th CENTURIES**

Study the source about migration to The Bahamas of other nationals, and then answer the questions which follow.

Smaller in numbers, from cultures that were either more adaptive or less obstructive, the Lebanese, Jews, and Chinese experienced at least as much opposition as the Greeks once they seemed to challenge the dominance of Bay Street or the aspirations of the nonwhite would-be traders and craftsmen. Lebanese first came to The Bahamas at much the same time as the first Greeks as part of the diaspora that saw as many as a million people escape from the Turkish misrule in Syria.

- (a) Name one immigrant group who came to The Bahamas in the late 19th century. [1]
- (b) Why did people migrate to The Bahamas in the late nineteenth century? [3]
- (c) Explain the problems encountered by immigrants in The Bahamas. [5]
- (d) How similar were the contributions of the Greeks and Chinese to Bahamian society? Explain your answer. [5]
- (e) 'Immigrants contributed significantly to the socio-economic development of The Bahamas.' How far do you agree with this statement? Explain your answer fully. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION

Study the source about majority rule in The Bahamas in 1967, and then answer the questions which follow.

The election resulted in a dead heat between the two major parties. Of the thirty-eight seats, the U.B.P. and the P.L.P. gained eighteen each, the Labour Party one, and one Independent member was returned. Holders of the latter two seats, Randol Fawkes and Alvin Braynen, threw in their lot with the P.L.P. enabling it to form a government.

- (a) Name the member of the Labour Party elected in the 1967 election. [1]
- (b) Why was a General election called in 1968? [3]
- (c) Explain the changes made to the Constitution of The Bahamas in 1964. [5]
- (d) How similar were the 1962 and 1967 general elections in The Bahamas? [5]
- (e) 'The Bahamas received majority rule in 1973.' How far do you agree with this statement? Explain your answer fully. [6]

OPTION B – USA Domestic Policy and Racial Issues from 1919

Question 1: Immigration into the United States In the early 20th Century

Source A: Immigration into the USA 1907–1924.

	Immigrants from northern and western Europe	Immigrants from other countries, principally southern and eastern Europe
Average annual flow, 1907–1914	176,983	685,531
Quotas under Act of 1921	198,082	158,367
Quotas under Act of 1924	140,999	21,847

Source B: A cartoon published in the USA in 1921.



Source C: A photograph of an immigrant family in the 1920s.



Source D: From a statement by the Republican Party during the presidential election campaign of 1920.

The immigration policy of the U.S. should be such as to ensure that the number of foreigners in the country at any one time shall not exceed that which can be assimilated with reasonable speed, and to favour immigrants whose standards are similar to ours.

Source E: From a speech by a Senator from Alabama in 1921.

The steamship company hauled them over to America, and as soon as they step off the decks of their ships the problem of the steamship companies is settled, but our problem has begun – communism, red anarchy, black-handlers and kidnapers, challenging the authority and integrity of our flag.

Thousands came here who never take the oath to support our Constitution and to become citizens of the United States. They pay allegiance to some other country while they live upon the wealth of our own. They fill places that belong to the loyal wage-earning citizens of America. They are of no service whatever to our people. They constitute a menace and a danger to us every day.

- (a) Study **Source A**. What can you learn from this source about America's policy on immigration in the early 1920s? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is the source about immigrants in the United States during the 1920s? [6]
- (d) Study **Sources D and E**. How reliable are these sources about attitudes in the USA towards immigration in the 1920s? [7]
- (e) Study **ALL** the Sources. 'Immigrants were not welcome in the USA in the early twentieth century.' Do these sources prove this statement to be true? Explain your answer. [10]

OPTION B – USA Domestic Policy and Racial Issues from 1919

Question 2: Roosevelt and the New Deal

Source A: A cartoon published in America in 1937.

Do We Want A Ventriloquist Act In The Supreme Court?



Source B: From the Journal of Negro Life, October, 1933.

‘Undoubtedly, the lack of wage differentials, based on the difference in living costs between whites and Negroes, would result in a wide increase in Negro unemployment. This is so clearly true that the recovery administration has already evidenced its realisation of the situation.’

Source C: Roosevelt speaking during the 1936 presidential election campaign.

Of course we will continue to seek to improve working conditions for the workers of America – to reduce over-long hours, to increase wages that spell starvation, to end the labour of children, to wipe out sweatshops. Of course we will continue every effort to end monopoly in business, to support collective bargaining, to stop unfair competition, to abolish dishonourable trade practices. For all these we have only just begun to fight.

Of course we will continue to work for cheaper electricity in the homes and on the farms of America, for better and cheaper transportation, for low interest rates, for sounder home financing, for better banking, for the regulation of security issues, for reciprocal trade among nations, for the wiping out of slums. For all these we have only just begun to fight.

Source D: Herbert Hoover, speaking October 1936

It is the people's rights that are endangered. Once political power makes use of the Supreme Court, its strength and its moral prestige are dangerously weakened, when those are weakened, the very safeguards from force are in decay.

Source E: From a speech by a Republican politician in March, 1937

If the President succeeds in imposing his will on Congress, it may mark the beginning of the end of American democracy – at least as we have grown up to know it. Immediately it will create a Court that will support the philosophy and spirit of the New Deal, for if the Senate allows the bill to pass, it will undoubtedly accept in the same subservient spirit the appointments that will follow. The President, of course, would never have attempted such a bold move unless determined to follow up its success in Congress by the selection of judges who will assure his plans complete judicial support.

- (a) Study **Source A**. What can you learn from this source about President Roosevelt and the Supreme court? [3]
- (b) Study **Source B**. What impression does this source give of the United States in the early 1930s? [4]
- (c) Study **Source C**. How useful is this source about the New Deal? [6]
- (d) Study **Sources D** and **E**. How reliable are these sources about the New Deal? Explain fully. [7]
- (e) Study **ALL** the Sources. 'President Roosevelt's actions over the New Deal can be justified.' How far do you agree with this statement Explain your answer fully. [10]

HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY
PAPER 1 5101/1

Tuesday **27 MAY 2014** 9:00–11:00 A.M.

Additional materials:
Answer booklet

<p>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</p>
--

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

There are 7 questions, one on each theme. Each question is divided into 5 parts (a–e). Answer ANY 4 questions. Each question is marked out of 20 marks.

The maximum mark for each part is shown in brackets [].

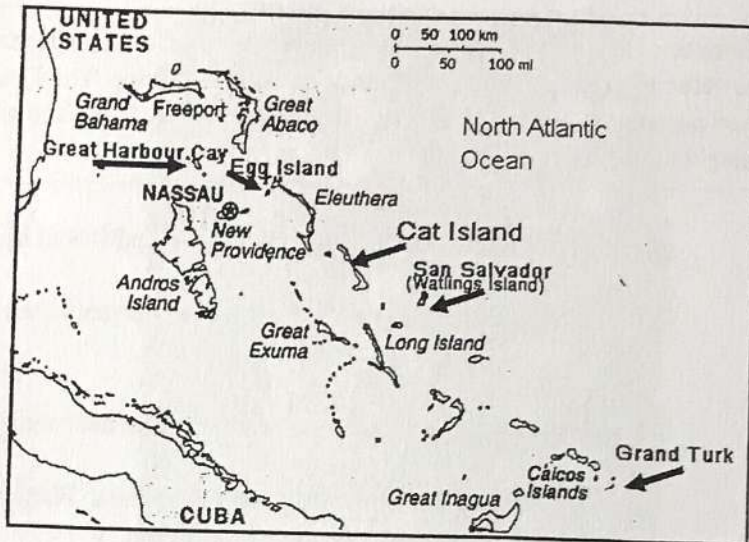
You are advised to spend no more than 30 minutes on each question.

Answer ALL questions in the answer booklets.



THEME 1: THE AMERINDIANS

Study the source about the Landfall Controversy, and then answer the questions (a)–(e).



Arrows indicate possible landfalls for Columbus.

- (a) Name one island on which Columbus landed in 1492. [1]
- (b) Name three countries explored by Columbus on his first voyage. [3]
- (c) Explain why it was important for Columbus to establish a trade route. [5]
- (d) Compare the Watling's Island landfall theory to the Samana Cay landfall theory. [5]
- (e) "*Cat Island was probably where Columbus first landed in 1492*". How far do you agree with this statement? Explain your answer fully. [6]

THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

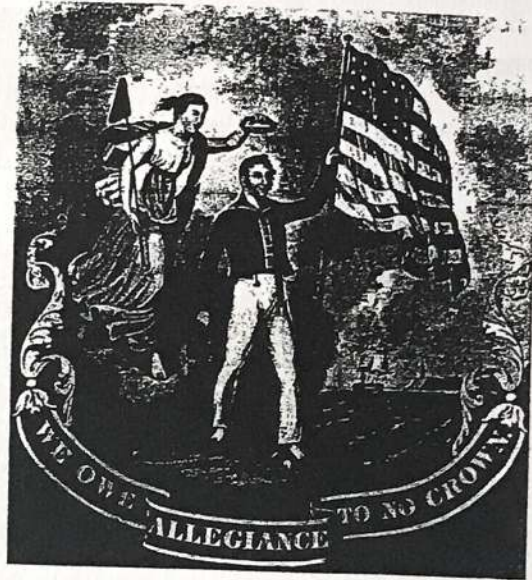
Study the source about European settlement and then answer questions (a)–(e).

Between 1595 and 1620, the English, French, and Dutch made many unsuccessful attempts to settle along the Guiana coastlands of South America. The Dutch finally prevailed, with one permanent colony along the Essequibo River in 1616, and another, in 1624, along the neighbouring Berbice River.

- (a) Give the name of one crop that was cultivated by the English settlers. [1]
- (b) State three reasons why indentured servants were not successful as labourers. [3]
- (c) Explain how Spain was able to protect her monopoly in the Caribbean. [5]
- (d) Compare the contributions of Thomas Warner with the work of Pierre D'Esambuc in the eastern Caribbean. [5]
- (e) "*The English settlers in The Bahamas had an easy task developing a new colony*". How far do you agree with this statement? Explain your answer fully. [6]

THEME 3: THE AMERICAN-BAHAMIAN CONNECTION

Study the source on the American War of Independence, then answer questions (a)–(e).



- (a) Who was the first President of the United States of America? [1]
- (b) Give the names of three coercive Acts of Parliament passed by King George III. [3]
- (c) Explain how the settlers were able to stop the Americans from invading The Bahamas during the American War of Independence. [5]
- (d) Compare the impact of the Loyalists with that of the Bootleggers in The Bahamas. [5]
- (e) "Bootlegging was a mixed blessing for The Bahamas." How far do you agree with this statement? Explain your answer fully. [6]

THEME 4:

SLAVERY IN THE BAHAMAS

Study the source about slaves in The Bahamas, then answer the questions (a)-(e).



- (a) Name a famous slave owner in The Bahamas. [1]
- (b) Name three types of slave laws. [3]
- (c) Explain how Africans developed successful kingdoms in Africa. [5]
- (d) How similar were the slave rebellion on Watling's Island and Tacky's rebellion in Jamaica? [5]
- (e) "*William Whylly was a humanitarian slave owner.*" How far do you agree with this statement? Explain your answer. [6]

THEME 5: MOVEMENT TOWARDS EMANCIPATION

Study the source about the Abolition Movement, then answer questions (a)–(e).

Some careful people, who have an extreme tenderness for the lives of the slaves, but a much greater anxiety for the lives of the oppressors and masters, will say, 'we are friends of the slaves, we abominate slavery – it is a system of iniquity, the offspring of injustice, and the parent of misery, and oppression, and cruelty.
By a speaker at an abolition meeting in 1832.

- (a) Name one abolitionist group which fought to end the slave trade. [1]
- (b) State three methods used by the abolitionists to inform the public about the evils of the slave trade. [3]
- (c) Explain the terms of the Amelioration Act. [5]
- (d) Compare the roles of the Church of England and the non-conformist churches in the emancipation movement. [5]
- (e) "*The churches were ultimately responsible for the abolition of slavery.*" How far do you agree with this statement? Explain your answer fully. [6]

**THEME 6: THE ECONOMIC AND SOCIAL DEVELOPMENT OF THE
BAHAMAS IN THE LATE 19th AND
EARLY 20th CENTURIES.**

Study the source about the economic conditions in the late 19th and early 20th centuries, and then answer the questions which follow.

We cannot see how in view of the economic conditions that obtain at present that our representatives can shut their eyes to the fact that dark days are before us. With our sponge industry, practically the backbone of the country, suspended; our sisal industry, the next in importance, down to unprofitable production.

From a Bahamian newspaper, 1914.

- (a) In which year did the First World War begin? [1]
- (b) Give three reasons for the decline of the wrecking industry in the late 19th century. [3]
- (c) Explain how Bahamians were mobilised for the war effort during World Wars I and II. [5]
- (d) Compare the impact of the two world wars on The Bahamas. [5]
- (e) "*The Bahamas involvement in both World Wars I and II was largely because of their status as a British colony*". How far do you agree with this statement? Explain your answer fully. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION

Study the source, then answer the questions (a)–(e).



A photograph of Labour Day in The Bahamas in 1962.

- (a) In which year did The Bahamas gain majority rule? [1]
- (b) State three reasons why Black Bahamians fought for majority rule. [3]
- (c) Explain why women were important in the struggle for independence. [5]
- (d) Compare the General Strike of 1958 with 'Black Tuesday' of 1965. [5]
- (e) "*Racial inequality was the primary reason why Bahamians fought for independence*". To what extent do you agree with this statement? Explain your answer fully. [6]

HISTORY

PAPER 2 OPTIONAL TOPICS 5101/2

Thursday **29 MAY 2014** 1:00–3:00 P.M.Additional materials:
Answer booklet**MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES**Do not open this booklet until you are told to do so.**Write your school number, candidate number, surname and initials in the space provided on the answer booklet. Answer **ALL** questions in the answer booklet.Answer **TWO** questions set on **ONE** of the Optional Topics.

In answering the questions you will need to use your knowledge of the Topics to interpret and evaluate the sources. Where you are asked to use specific sources you must do so, but you may also use any of the other sources on the Topic if they are relevant to the question you are answering.

INFORMATION FOR CANDIDATES

The number of marks available is shown in brackets [] at the end of each question or part question.

Two questions are provided on each regional option. Each question is divided into 5 parts (a–e).

A total of 30 marks is allocated to each question. Each option carries 60 marks.

- Option A Caribbean History
- Option B USA Domestic Policy and Racial Issues from 1919
- Option C The Arab-Israeli Conflict since 1945
- Option D Aspects of World History

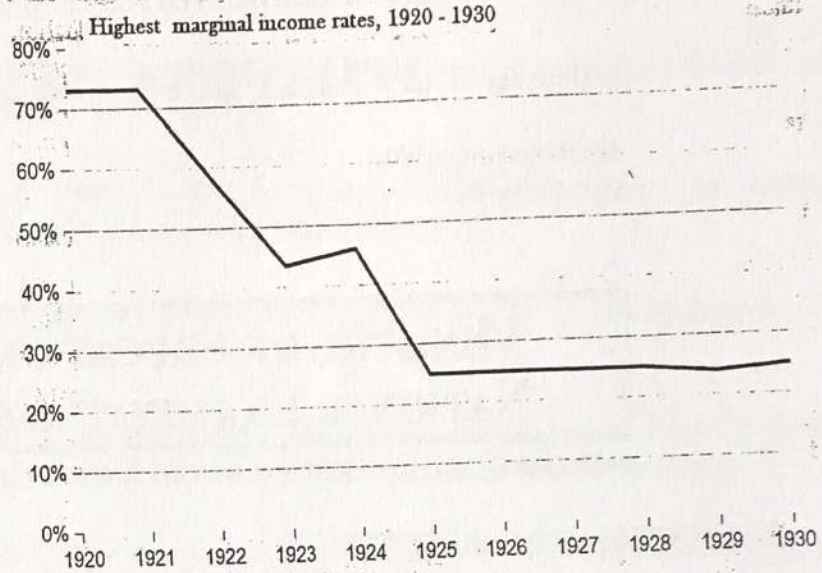
This question paper consists of 11 P . 1 9 3 pages and 2 blank pages.

OPTION B - USA DOMESTIC POLICY AND RACIAL ISSUES FROM 1919.

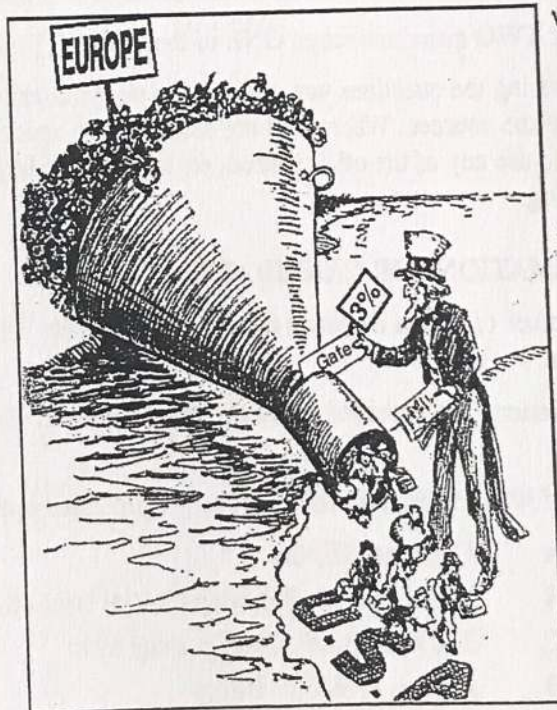
Question 1: America in the 1920s

Source A: A chart showing income tax rates in the United States 1920-1930.

tax went down



Source B: A cartoon published in the USA in 1921.



blockage in goods coming into the US

Source C: An advertisement for a car, 1920



Booming
Booming 1920s
transition from
new to old
women could
drive
cars that were
invented
women were
without and prove

Blacks are
in a
society.

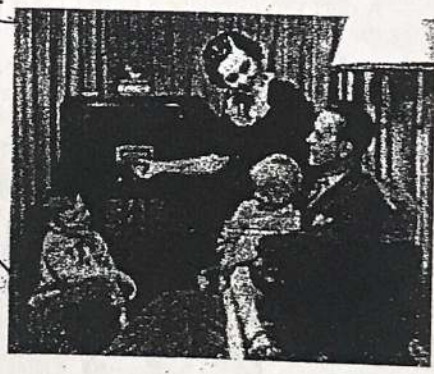
Source D: Langston Hughes, the writer and poet, writing in 1926.

We younger Negro artists now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they aren't, it doesn't matter. We know we are beautiful. And ugly too... If colored people are pleased we are glad. If they are not, their displeasure doesn't matter either. We build our temples for tomorrow, as strong as we know how and we stand on the top of the mountain, free within ourselves.

Source E: A photograph of an American family in the 1920's.

American culture
racist against
Blacks

→ saw them
as inferior
→ treated them
poorly
→ saw them
eyes half at



American family
rich
nice home
nice things.
living the
life.

things
changed

Blacks
were more
bold.

families
expressed
themselves

Black families

(a) Study Source A. What can you learn about the USA from this source? [3]

(b) Study Source B. What is the message of this cartoon? [4]

(c) Study Source C. How useful is this source as evidence of social changes in the USA in the 1920s? [6]

(d) Study Sources D and E. How reliable are these sources as evidence of American culture in the 1920s? [7]

(e) Study ALL the Sources. The American culture experienced great changes during the 1920s'. Do these sources prove this view to be true? Explain your answer fully. [10]

Question 2: Opposition to the New Deal

Source A: A cartoon published in the USA in 1932.



'It's his baby now!'

Source B: A cartoon published in the USA in 1932.



Source C: From a history book published in 2006.

During 1937-38, America was also rocked with a series of sit-down strikes and instances of union violence, mostly instigated by the Congress of Industrial Organisations (CIO). Many Americans associated the surge in aggressive unionism with Roosevelt's encouragement of unions in the 1935 National Labor Relations Act.

Finally, in mid-1938, Roosevelt embarked on a campaign to deprive a number of anti-New Deal congressional Democrats of re-nomination in local Democratic primary elections. With a few exceptions, FDR failed, and incurred three costs: he turned a number of Democratic skeptics into enemies forever, he appeared impotent, and he once again contributed to the picture of himself as power-hungry, perhaps dangerously so. It was particularly significant that in 1938, when the Moscow show-trials were running full-time, the press labeled FDR's intra-party efforts a 'purge'.

Source D: From a newspaper published in the USA, May 1934.

African-Americans, who for many years had loyally voted with the Republican Party, switched to the Democratic Party as a result of the popular New Deal reforms. Though discriminated against by nearly every New Deal agency, especially in the South, they were almost never excluded from assistance altogether. The New Deal provided African-Americans with immediate economic assistance that stood between them and complete destitution.

Source E: From a speech by a Democrat in Congress in April, 1937.

It is not the Constitution, but a debatable interpretation of the Constitution adopted by a bare majority of the Supreme Court, which has been blocking the New Deal programme. I deplore the cunning manner in which some opponents of the President have been carrying on a nationwide campaign to obscure this fact; and to make the people believe that Congress and the President have been trying to exercise powers which were clearly unconstitutional. I say this despite the fact that I disagree with the President's plan for six young additional judges to replace those eligible for retirement. I sympathise with the President's objective but disagree with his method of obtaining it.

- (a) Study **Source A**. What can you learn from this source about the situation in the USA when Roosevelt became President? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about the New Deal? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the New Deal? [7]
- (e) Study **ALL** the Sources. 'The New Deal was popular with Americans. Do these sources prove the statement to be true? Explain your answer fully. [10]