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HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY PAPER 1

Thursday **25 MAY 2023** 9:00–11:00 A.M.

Additional materials:
Answer booklet

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
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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 in 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.



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

THEME 1:

THE AMERINDIANS

Study the source showing a famous painting from the Renaissance, then answer the questions which follow.



- (a) What does the term Renaissance mean? [1]
- (b) State **THREE** reasons why Europeans merchants wanted to find sea routes to the East Indies. [3]
- (c) Explain **THREE** contributions made by Prince Henry the Navigator to European exploration. [5]
- (d) How similar were the voyages of Columbus and Vasco da Gama? [5]
- (e) 'The arrival of Christopher Columbus in the Caribbean benefitted Europe more than the Caribbean.' Do you agree with this statement? Explain your answer fully. [6]



THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the source showing a drawing of a Spanish convoy, then answer the questions which follow.



- (a) Name the Spanish convoy which left Seville in April or May annually for Vera Cruz. [1]
- (b) State **THREE** rules that governed the operation of the Spanish convoys. [3]
- (c) Explain **THREE** functions of the House of Trade. [5]
- (d) How similar were the administrations of Columbus and Ovando in Hispaniola? [5]
- (e) 'Spain's efforts to protect its wealth and those of its colonies in the New World were effective.' Do you agree with this statement? Explain your answer. [6]

THEME 3:

THE AMERICAN-BAHAMIAN CONNECTION

Study the drawing below depicting a battle between the revolutionary army and those loyal to the British monarch and then answer the questions that follow.



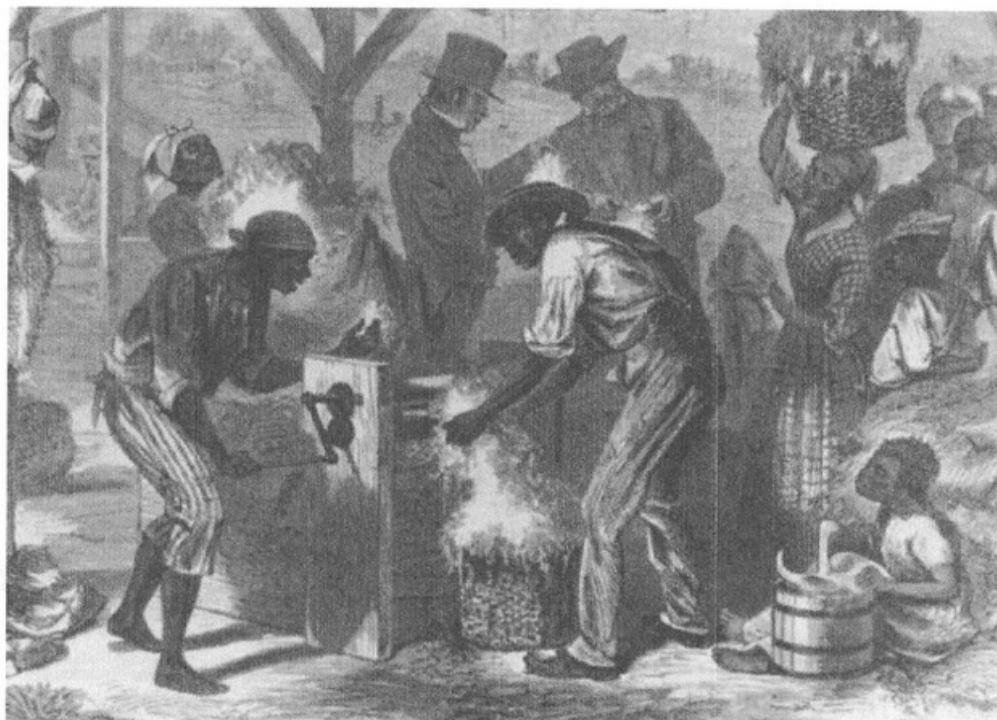
- (a) In what year did the American War of Independence begin? [1]
- (b) State **THREE** major battles that took place during the American War of Independence. [3]
- (c) Explain **THREE** causes of the American War of Independence. [5]
- (d) How similar was the American War of Independence to the American Civil War? [5]
- (e) 'The American War of Independence shaped the Bahamian culture.' Do you agree with this statement? Explain your answer. [6]



THEME 4:

SLAVERY IN THE BAHAMAS

Study the drawing below illustrating the work done by enslaved Africans on plantations in the West Indies, and then answer the questions that follow.



- (a) What was the main crop on the plantations in The Bahamas? [1]
- (b) State **THREE** methods used to control enslaved Africans on the plantations in The Bahamas in the 1700s. [3]
- (c) Explain **THREE** reasons why sugar planters in the Caribbean wanted to control enslaved Africans on their plantations. [5]
- (d) How similar were the slave laws of the French-speaking Caribbean to those of the English-speaking Caribbean? [5]
- (e) 'Both the Haitian Revolution of 1804 and the Sam Sharpe Revolt of 1831, led to the ending of slavery in the British territories.' Do you agree with this statement? Explain your answer fully. [6]

THEME 5:

MOVEMENT TOWARDS EMANCIPATION

Study the painting of the British House of Commons in session in the early nineteenth century, and then answer the questions that follow.



- (a) State the name of the group in Britain who represented the interests of the British Caribbean planters to the British parliament. [1]
- (b) State **THREE** economic arguments used by the British West Indian plantocracy to defend the use of slavery. [3]
- (c) Explain **THREE** reasons why the French West Indian Territories introduced amelioration measures. [5]
- (d) How similar were the French and British efforts to abolish slavery? [5]
- (e) 'The Amelioration measures established by the British Parliament failed, due to opposition from planters.' 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 CENTURY**

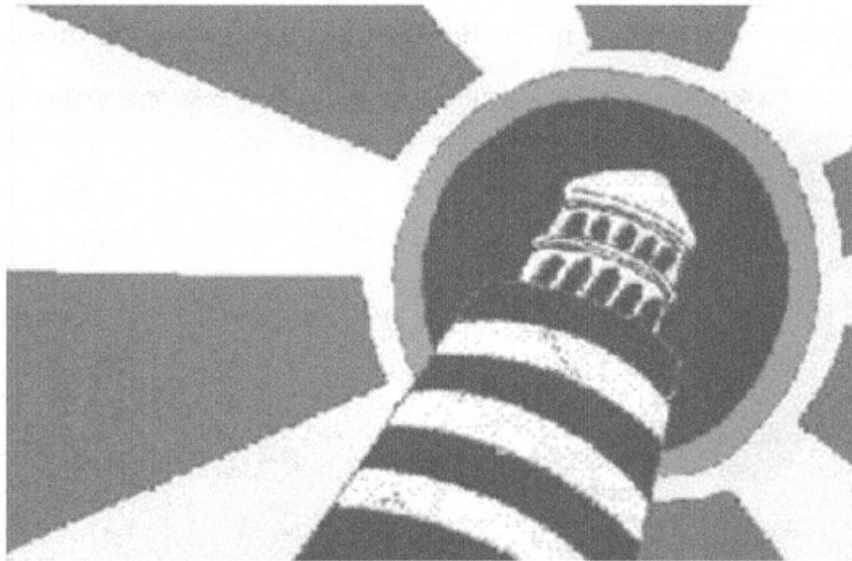
Study the stamp below showing wrecking in The Bahamas and then answer the questions that follow.



- (a) State another economic activity apart from wrecking that was common in The Bahamas during the late eighteenth and early nineteenth century? [1]
- (b) Identify **THREE** factors that led to the decline of wrecking in The Bahamas towards the end of the nineteenth century. [3]
- (c) Explain **THREE** reasons why wrecking became a thriving industry during the depression years of the 1930s. [5]
- (d) How similar were the causes for the failure of the pineapple and sisal industries during the depression years? [5]
- (e) 'The Second World War had a positive impact on The Bahamas.' Do you agree with this statement? Explain your answer fully. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION

Study the flag of the Abaco Independence Movement and then answer the questions that follow.



- (a) State the name of the first constitution of The Bahamas. [1]
- (b) Name **THREE** Governors General of The Bahamas. [3]
- (c) Explain **THREE** constitutional changes that led to independence in The Bahamas. [5]
- (d) How similar were the contributions of Sir Lynden Pindling and Sir Milo Butler in the movement towards independence for The Bahamas? [5]
- (e) 'Bahamians were not enthusiastic about gaining independence from Britain.' Do you agree with this statement? Explain your answer. [6]



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