



CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

HISTORY

THE ATLANTIC WORLD AND GLOBAL TRANSFORMATIONS

UNIT 2 – Paper 02

2 hours 40 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. There are THREE sections in this paper. ONE on EACH of the three modules.
2. Each section comprises THREE questions: ONE document-based question and TWO essay questions.
3. There are NINE questions on this paper.
4. Answer THREE questions: ONE from EACH section.
5. You must answer ONE document-based question and TWO essay questions.
6. Write your answers in the spaces provided in this booklet.
7. Do NOT write in the margins.
8. You are advised to take some time to read through the paper and plan your answer.
9. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
10. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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



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SECTION A: MODULE 1

Answer ONE question from this section.

1. The extracts below relate to the transatlantic slave trade and its impact on West Africa. Study the extracts, then answer Parts (a) to (d) that follow.

DOCUMENT I

At one moment they like this new fashion, at another moment that; and whatever appeals to them at a particular time they must have ... This is why so many goods remain unsold and are sent back to Europe at great loss.

Wilhelm Johann Muller, Die Ajrikansche auf der guineischen Gold Coast gelegene Landschaft Fetu (Hamburg, 1673), English translation in Adam Jones, ed. and trans., German Sources for West African History, 1599–1699, Wiesbaden, 1983, pp. 151–155 in John Thornton, Africa and Africans in the Making of the Atlantic World, 1400–1680, Cambridge University Press 1992, p. 53.

DOCUMENT II

Mr John Hardman ... trades considerably to Guinea ... and freights the ships ... with all sorts of English woollen manufactures ... and that with these goods, negroes are purchased; and the rest of the freight is of cloths ... and also iron hoes ...

Evidence of John Hardman, merchant, to the House of Commons, 16 February 1735. In F.R. Augier and S.C. Gordon, Sources of West Indian History, Jamaica: Kingston Longman Caribbean Ltd, 1983, p. 49.

DOCUMENT III

March 4. We weighed anchor to proceed on our voyage to Rio del Rey to trade for slaves for the honourable company.

May 22. Again weighed anchor and ran out of Rio del Rey; purchased there two hundred and nineteen head of slaves, men, women, boys and girls ...

Journal of the Dutch slaver 'St. Jan', 1659. In F.R. Augier and S.C. Gordon, Sources of West Indian History, Jamaica: Kingston Longman Caribbean Ltd, 1983, p. 112.

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- (a) With reference to **Document I**, explain TWO cultural consequences of the Atlantic Slave trade for West Africans up to 1800. **[6 marks]**
- (b) With reference to **Document II**, explain TWO demographic consequences of the Atlantic slave trade for West Africa up to 1800. **[6 marks]**
- (c) With reference to **Document III**,
- (i) Explain TWO ways in which African participants in the trade may have experienced 'gains' or 'benefits'. **[6 marks]**
 - (ii) Give ONE explanation why a 'hierarchy of benefits' existed among African participants. **[3 marks]**
- (d) With reference to **Documents I, II and III**, examine THREE factors that influenced the EXTENT to which the Atlantic slave trade affected West Africans over time. **[9 marks]**

Total 30 marks

2. Assess the view that European rivalry in the Americas up to 1763 was largely the result of a desire for economic gain.

Total 30 marks

3. Discuss the extent to which British attempts to gain increased revenue from the Thirteen Colonies was the MAIN factor that led to the outbreak of the American War of Independence.

Total 30 marks



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SECTION B: MODULE 2

Answer ONE question from this section.

4. The extracts below relate to Manifest Destiny and its implications for US imperial identity and expansion of the US. Study the extracts, then answer Parts (a) to (d) that follow.

Document I

This is our high destiny, and in nature's eternal, inevitable decree of cause and effect we must accomplish it. All this will be our future history, to establish on earth the moral dignity and salvation of man - - the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen ... Who, then, can doubt that our country is destined to be *the great nation of futurity*?

John L. Sullivan, "The Great Nation of Futurity" (1839), United States Democratic Review, Vol. 6, Issue 23, pp. 426–430. Retrieved 29 January, 2012 from <http://web.utk.edu/~mfitzge1/docs/374/GNF1839.pdf>.

Document II

Resolved ... that Congress doth consent that the territory properly included within, and rightfully belonging to the Republic of Texas, may be erected into a new State to be called the State of Texas ...

Joint Resolution of Congress annexing Texas to the United States, March 1, 1845. In Henry S. Commager ed., Documents of American History, Appleton-Century-Crofts, 1963, p. 306–307.

Document III

Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation.

"The Roosevelt Corollary to the Monroe Doctrine". In Henry S. Commager, ed., Documents of American History, Appleton-Century-Crofts, 1963, p. 33.

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- (a) With reference to **Document I**, outline TWO ways in which the notion of Manifest Destiny informed US imperial policy up to 1917. [6 marks]
- (b) With reference to **Document II**, explain TWO events which led to Texas' acquisition of statehood within the United States of America. [6 marks]
- (c) With reference to **Document III**:
- (i) Name THREE countries where the US identified chronic wrongdoing by 1917. [3 marks]
 - (ii) Explain how the US addressed the chronic wrongdoing in ANY TWO of the countries identified. [6 marks]
- (d) With reference to **Documents I, II and III**, discuss THREE views held by the US of the peoples in countries where the US intervened up to 1917. [9 marks]

Total 30 marks

5. Examine the role of the railroads in the second half of the nineteenth century in the emergence of the United States as an industrial power.

Total 30 marks

6. Discuss the extent to which the achievement of independence of Brazil by 1822 OR Venezuela by 1823 can be attributed to external factors.

Total 30 marks

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SECTION C: MODULE 3

Answer ONE question from this section.

7. The documents below relate to the outbreak of World War I. Study the extracts then answer Parts (a) to (d) that follow.

Document I

General von Moltke: 'I believe a war is unavoidable and the sooner the better. But we ought to do more through the press to prepare the popularity of a war against Russia, as suggested in the Kaiser's discussion.' ...

H.M. supported this and told the State Secretary [Tirpitz] to use his press contacts, too, to work in this direction. T[irpitz] made the observation that the navy would prefer to see the postponement of the great fight for one and a half years. Moltke says the navy would not be ready even then and the army would get into an increasingly unfavourable position, for the enemies were getting more strongly than we as we were very short of money ...

Excerpt from Diary of the Chief of the Kaiser's Naval Cabinet, Admiral Georg Alexander von Muller [Record of Meeting of the War Conference of December 1912]. In Gordon Martel, Origins of the First World War, revised 3rd ed. Pearson Longman, 2008, p. 107.

Document II

2. That Germany was so immensely strong and Austria so dependent upon German strength that the word and will of Germany would at the critical moment be decisive with Austria. It was therefore to Germany that we must address ourselves.

3. That, if war came, the interest of Britain required that we should not stand aside, while France fought alone in the West, but must support her. I knew it to be very doubtful whether the Cabinet, Parliament and the country would take this view on the outbreak of war, and through the whole of this week I had in view the probable contingency that we should not decide at the critical moment to support France. In that event I should have to resign ...

Edward, Viscount Grey of Fallodon (1925), Twenty-five years 1892 - 1916, Frederick A. Stokes, 1925, pp. 302 - 303, 325 - 326. In Gordon Martel, Origins of the First World War, revised 3rd ed. Pearson Longman, 2008, p. 114.



Document III

The notion of being involved in a war about the Balkan quarrel was repugnant ... there was no sentiment urging us to go into a war on Serbia's behalf. If France was involved, it would not be in any quarrel in which we owed her good-will ... It would indeed not be in any quarrel of her own at all; it would be because she, as Russia's ally, had the misfortune to be involved in a Russian quarrel to, stand aside would mean the domination of Germany; the subordination of France and Russia; [and] the isolation of Britain ...

Edward, Viscount Grey of Fallodon (1925), Twenty-five years, 1892–1916, Frederick A. Stokes, 1925, pp. 302–303, 325–326. In Gordon Martel Origins of the First World War revised 3rd ed., Pearson Longman, p. 115.

- (a) Explain THREE ways in which **Document I** supports the view that Germany was chiefly responsible for the outbreak of World War I. [9 marks]
- (b) With reference to **Document II**, suggest TWO reasons for Sir Edward Grey's view that it was in Britain's interest to support France in the event of a war. [6 marks]
- (c) Elaborate on TWO concerns raised by Sir Edward Grey in **Document III** which suggest that Britain's foreign policy was indecisive and contributed to the outbreak of World War I. [6 marks]
- (d) With reference to **Documents I, II and III**, explain THREE ways in which it could be argued that the outbreak of World War I was the collective responsibility of the major European powers. [9 marks]

Total 30 marks

8. Critically assess the factors which contributed to the rise of Hitler from "the nobody of Vienna into the leader of Greater Germany" up to 1945.

Total 30 marks

9. Assess the view that the **armed phase** of the struggle (from 1961) for national liberation in South Africa succeeded largely because of international factors.

Total 30 marks

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