

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

HISTORY

2017

QUESTION and ANSWER BOOKLET

Time allowed: Three hours

(An extra 10 minutes is allowed for reading this paper.)

INSTRUCTIONS

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page.

Write your answers in the spaces provided in this booklet.

If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

Major Learning Outcomes (Achievement Standards)	Skill Level & Number of Questions				Weight/ Time
	Level 1 <i>Uni- structural</i>	Level 2 <i>Multi- structural</i>	Level 3 <i>Relational</i>	Level 4 <i>Extended Abstract</i>	
Strand 1: Imperialism in the Pacific, 1870 - 1914 Demonstrate historical knowledge and understanding of the nature of imperialism in the Pacific in the period 1870-1914.	5	5	2	1	25% 65 min
Strand 2: Changes in the Balance of Power in the Pacific, 1914-1945 Demonstrate an understanding of the changes in the balance of power in the Pacific in the interwar period, 1914-1945.	3	2	1	-	10% 25 min
Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s Demonstrate an understanding of the impact of World War 2 in the Pacific from 1945 to early 1960s.	3	2	1	-	10% 25 min
Strand 4: Decolonisation in the Pacific, 1960s -1970s Demonstrate an understanding of the decolonisation process in the Pacific from 1960s to 1970s.	7	4	2	1	25% 65 min
TOTAL	18	13	6	2	70% 180 min

Check that this booklet contains pages 2-22 in the correct order and that none of these pages is blank.

HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

STRAND 1: IMPERIALISM IN THE PACIFIC, 1870 - 1914**Part 1: Analysing and Evaluating Historical Resources**

Use Resource 1A to answer Questions 1.1a - 1.1c.

RESOURCE 1A**Priorities in Colonial Policies**

Two centuries and more of encounters with European traders, sailors, missionaries and settlers had transformed the region into fragments of empires annexed or 'protected' by powerful European nations.

France's record as an imperial power was easily criticized for its numerous failings. New Caledonia was intended to be a colony of settlement, and when potential free settlers did not appear in sufficient numbers, convicts were sent. New Caledonia was designated as a *penal colony* in 1860 (the only one in the Pacific area since the settlement of New South Wales.)

Relations between colonists and Melanesians quickly became inflamed as Kanaks resisted the single-minded domination of France making a strong French military presence a permanent necessity.

Efforts were made to destroy the foundations of their independence: chiefs were obliged to become instruments of French authority and later chiefs were stripped off their ranks and exiled, tribes dissolved and moved off their lands. The discovery of nickel deposits in 1873 increased the white population and introduced indentured labour.

In 1914, with the Melanesians in a desperate state, the governor of New Caledonia, Governor Brunet, summed up sixty years of French government by admitting that '***the government has no native policy***'.

Believed by this time to be on the brink of extinction, the natives attracted no sympathy for help except from the missionaries who took upon themselves the work of education and community organization.

Source: Campbell, I.C. *A History of the Pacific Islands*, Canterbury University Press, 1992, pp. 166-167

Assessor's use only

1.1a	<p>Describe the historical relationship between France and New Caledonia in Resource 1A.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.1b	<p>Describe two cultural impacts of the French imperial administration on Kanak society.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.1c	<p>Identify one impact of the absence of a '<i>native policy</i>' by the French colonial government in New Caledonia.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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Part 2: History Essay

Answer only ONE Essay Question from Strand 1.

While answering **Part 2**, ensure that you:

- Provide key historical ideas and supporting evidence
- Organise historical information into an essay structure
- Use the assessment schedule on the next page to guide your essay

EITHER: Question 1.2a

Explain the reasons why at least **TWO** imperial nations sought to gain control over the Pacific region in the late nineteenth and early twentieth centuries. Evaluate how successful at least **ONE** imperial nation was in achieving these aims by 1914.

OR: Question 1.2b

Describe the methods that **TWO** imperial nations used to gain control over Pacific nations in the late nineteenth century. Evaluate the political and social impacts on the lives of at least **ONE** Pacific people.

Strand 1 Essay: Assessment Schedule

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define imperialism	1	Correct definition.			
ii	Name/Identify imperial powers in the Pacific	1	Imperial power correctly named / identified.			
iii	Identify the social impacts of imperialist administration on Pacific island people	1	Social impacts correctly identified.			
iv	Identify the political impacts of imperialist administration on Pacific island people	1	Social impacts correctly identified.			
v	Describe how imperialism came to the Pacific from the perspective of imperial powers and Pacific people	2	Only one way and perspective stated with little detail.	Two or more ways stated and described covering both perspectives.		
vi	Make reference to specific statements and events related to the historical event	2	Only one statement or event stated.	At least two events or statements or both are listed and described.		
vii	Describe the impacts of imperialism	2	Only one Impact stated	At least two impacts are described.		
viii	Develop and sustain coherence in the arguments.	3	One argument is Evident.	More than one arguments are evident. No linkage of ideas.	More than one argument evident with appropriate linkage of ideas.	
ix	Explain the impact of imperialism indicated in essay topic	3	One impact or one event related to imperialism is stated.	More than two impacts are stated, but not linked to corresponding events.	More than two impacts are stated and each one is linked directly to events that caused them.	
x	Evaluate the impact of imperialism presenting a judgement on whether the historical event had been positive or negative	4	One impact of imperialism is stated.	More than one impact of imperialism is stated.	More than one impact of imperialism is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative and justification for the evaluation is provided.

STRAND 2: CHANGES IN THE BALANCE OF POWER IN THE PACIFIC, 1914-1945

Use Resource 2A to answer the Questions 2.1a - 2.1f.

Resource 2A The Death of John Williams



John Williams *martyred* on Erromanga, New Hebrides.

Source: m.christiancommunity.com

Assessor's use only

<p>2.1a</p>	<p>Define the term 'martyred' in Resource 2A.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR	
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<p>2.1b</p>	<p>Identify the action taking place in Resource 2A.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR	
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<p>2.1c</p>	<p>State one possible reason for the actions of the indigenous people in Resource 2A.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR					
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<p>2.1d</p>	<p>Explain how useful Resource 2A would be to a historian examining the ways in which encounters between European missionaries and indigenous people in the Pacific were recorded. Provide evidence from the painting to support your answer.</p> <p>Explanation: _____</p> <hr/> <hr/> <hr/> <hr/> <p>Evidence: _____</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Relational</th> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Relational		3		2		1		0		NR	
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<p>2.1e</p>	<p>Describe the historical relationship of the people indicated in the resource.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Multistructural		2		1		0		NR			
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<p>2.1f</p>	<p>Describe the way Pacific people expressed their dissatisfaction of foreigners on the islands as shown in the resource.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Multistructural		2		1		0		NR			
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STRAND 3: IMPACT OF WORLD WAR 2 IN THE PACIFIC, 1945 TO EARLY 1960S

Use Resources 3A and 3B to answer Questions 3.1a – 3.1f.

RESOURCE 3A: The Impact of World War 2 on Pacific People

Pacific Wartime Labour

The use of Pacific islanders during the war was widespread. Labour conditions varied with the administrative power that was in place and also the closeness to the actual fighting. In many cases, islanders were forced to work long hours in order to achieve the aims of those in control.

Micronesian women found their lives had changed by wartime labor demands by the Japanese. Women had done wage work in urban centers and sold farm produce and handicrafts. But they had not done contract labor and had seldom been part of public work groups outside their local community. Women labored at military construction, factory production and most of all, agriculture.

In addition to the stresses of relocation, bombing, maintaining family food production and caring for children, the ill and the elderly, conscription work into groups operating under strict discipline was an unforgettable part of women's war experience.

Women who did not work for the military such as those who were exempted by pregnancy, family obligations or elite status nonetheless found their world had changed; with most men absent, **women faced novel responsibilities and opportunities.**

Adapted from: *Typhoon of War*, L. Poyer, S. Falgout and M. Carucci, 2001.

RESOURCE 3B



A **Fuzzy Wuzzy Angel** assists a wounded Australian, Papua New Guinea, 1942

Source: <https://en.m.wikipedia.org>

<p>3.1a</p>	<p>Identify the imperial power that was present in the Micronesian islands during the war in the Pacific in 1945.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR					
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<p>3.1b</p>	<p>Provide one piece of evidence from Resource 3A which demonstrates how the great powers relied on the Pacific Islanders to assist them in the war.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR					
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<p>3.1c</p>	<p>State one way Micronesian women were exempted from military labour.</p> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR					
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<p>3.1d</p>	<p>Explain what is meant by 'women faced novel responsibilities and opportunities'. Provide one example from Resource 3A to support this.</p> <hr/>	<table border="1"> <tr> <th colspan="2">Relational</th> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Relational		3		2		1		0		NR	
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Assessor's use only

<p>3.1e</p>	<p>Describe the historical relationship of the two parties indicated in Resource 3B.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Multistructural		2		1		0		NR	
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<p>3.1f</p>	<p>State why the Pacific islander would be referred to as 'Fuzzy Wuzzy Angel' in Resource 3B.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Multistructural		2		1		0		NR	
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STRAND 4: DECOLONISATION IN THE PACIFIC, 1960S -1970S**Part 1: Use Resources 4A and 4B to answer Questions 4.1a – 4.1d.****RESOURCE 4A****The Path to Independence**

Our aim in forming a National Party is to preserve the New Hebridean people: their culture and their ways of life are in immediate danger of large scale settlement by Europeans.

Already, large areas of land had been bought at Hog Harbour, Cape Queiros and Palekula, all on Santo. Without mentioning other places, these pieces of land have been subdivided and resold. This means a lot of Europeans will be coming to settle on them; we are facing **a danger** which means we must act now before it is too late.

The present **condominium government** set up, provides little hope of getting things done in the interest of the New Hebrideans. Once the National Party is set up we can advise the government of New Hebrides on how to work steadily towards independence. We must bring pressure on the two governments to stop this resettlement before it is too late.

Vanua'aku Pati Files (VPF) explaining the aims of the New Hebrides National Party (NHNP)

Source: The politics of Land in Vanuatu: From Colony to Independence, H.V. Trease, 1987.

RESOURCE 4B**Decolonisation of Tokelau: Defiant Colony**

New Zealand's attempts to rid itself off the colonial faults that met most resistance in the tiny atoll territory of Tokelau. For more than three decades, Tokelauans have made it clear that they do not wish to alter their status as a dependency of New Zealand and are not interested in a formal act of self-determination.

Nevertheless, a series of New Zealand initiatives over the years has succeeded in pushing a reluctant Tokelau some way along the road to self-government. In 1964, elders stated clearly that they wished to retain their existing relationship with New Zealand.

A New Zealand initiative scheme to resettle Tokelauans in New Zealand was greeted with more enthusiasm. The program made sense to leaders in Tokelau, who were aware of the pressure that expanding population was beginning to place on the extremely limited resources of the territory. For some New Zealand officials, the novel prospect was that the Tokelauan problem might literally disappear if there were no Tokelauans left to be **decolonized**. Officials decided to invite the United Nations to a fact-finding mission in Tokelau in 1976. It found universal support for continuing as a dependency of New Zealand and were even reluctant to discuss the idea of eventual self-government. It insisted that New Zealand meet its obligations to the United Nations with respect to Tokelau and abide by the wishes of the people. New Zealand tried to interest Tokelauans in an act of self-determination and proposed 1979 as a target date. The leaders responded negatively.

Source: Tides of History, The Pacific Islands in the Twentieth Century, K.R.Howe,C. Robert, B.V.Lal, 1994.

Use Resources 4A and 4B to answer the following questions.

Assessor's use only

4.1a	Identify one piece of evidence from Resource 4A which demonstrates how colonial rule was viewed by the ni-Vanuatu people. _____ _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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4.1b	Name one of the imperial powers that colonized New Hebrides as indicated in Resource 4A. _____ _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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4.1c	Describe the role of the United Nations in assisting the process of decolonization in Tokelau as indicated in Resource 4B. _____ _____ _____ _____ _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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4.1d	Identify the reason Tokelauans were reluctant to give up their dependency on New Zealand as indicated in Resource 4B. _____ _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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Part 2: History Essay

Answer only ONE Essay Question from Strand 4.

While writing your essay, ensure that you:

- Provide key historical ideas and supporting evidence
- Organise historical information into an essay structure
- Use the assessment schedule on the next page to guide your essay

EITHER: Question 4.2a

Explain how the process of decolonization in the Pacific region was fostered by the United Nations. Evaluate how successful the United Nation's decolonization policies were in improving the lives of at least **ONE** Pacific people up to 1970.

OR: Question 4.2b

Explain the reasons why Pacific people followed different pathways to independence. Evaluate the success of these differing pathways in achieving independence for at least **ONE** Pacific people to the end of the 1970s.

Strand 4 Essay: Assessment Schedule

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define decolonisation	1	Correct definition			
ii	Identify historical ideas indicated by the evidence	1	Historical ideas correctly identified			
iii	Identify reasons for certain historical decisions	1	Reasons for historical decisions correctly identified			
iv	Identify benefits for certain historical decisions	1	Benefits for historical decisions correctly identified.			
v	Describe the role of Emerging Pacific Leaders in supporting Decolonization.	2	Only one role stated with little detail.	More than one role stated including how they support decolonization.		
vi	Make reference to specific statements and events related to the historical event	2	Only one statement or event stated with little detail	At least two events or statements are described.		
vii	Describe the different experience of Pacific peoples as they move towards independence.	2	Only one experience stated with little detail .	At least two experiences are listed and described.		
viii	Explain why Pacific people opted to become independent.	3	Only one Reason is stated.	More than one reason is stated.	More than one reason is stated and are linked directly to the move to independence.	
ix	Explain/analyse the Extent to which the Pacific region was decolonized by the end of the 1970s	3	One relevant idea only is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country	Extent of independence are described for more than one country and these are related to the decolonization movement.	
x	Evaluate the impact of Decolonization on Pacific Peoples and present a Judgement on whether Decolonization had been Positive or negative, Giving examples.	4	One impact of imperialism is stated.	More than one impact of imperialism are stated.	More than one impact of imperialism are stated and evaluated as either positive or negative	Impacts are evaluated as either positive or negative and justification for the evaluation is provided.

