

MARKER CODE


 Pacific  
Community  
Communauté  
du Pacifique


Student Personal Identification Number

# South Pacific Form Seven Certificate

## HISTORY

### 2018

## 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>	
<b>Strand 1: Imperialism in the Pacific, 1870 – 1914</b> 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
<b>Strand 2: Changes in the Balance of Power in the Pacific, 1914-1945</b> 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
<b>Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s</b> Demonstrate an understanding of the impact of World War 2 in the Pacific from 1945 to early 1960s.	3	2	1	-	10% 25 min
<b>Strand 4: Decolonisation in the Pacific, 1960s -1970s</b> Demonstrate an understanding of the decolonisation process in the Pacific from 1960s to 1970s.	7	4	2	1	25% 65 min
<b>TOTAL</b>	<b>18</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>70% 180 min</b>

Check that this booklet contains pages 2-17 in the correct order and that none of these pages are 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****Co-operative Imperialism**

In October 1885, the Jaluit Treaty established German possession of the Marshalls. Spanish determination to assert its inactive historic claims to the Carolines was such that Germany yielded, but on terms that gave it wide trading and coaling privileges without responsibilities. In 1886, a convention was signed between Britain and Germany defining spheres of interest, thus seeking to do away with the uncertainties that had tainted their relations in the previous years. The Marshalls and Carolines were now defined as a German sphere, and the Gilbert and Ellice groups were to be considered British. Solomon Islands were also divided, the northern islands (Buka, Bouganville, the Shortland Islands, Choiseul and Isabel) going to Germany. Nauru also fell into the German sphere. Germany had already acted with respect to its share in this agreement, but Britain again took no action, being content with the knowledge that no other power could pre-empt it.

Source: Campbell, I.C., *Worlds Apart – A History of the Pacific Islands*, Second Edition. Canterbury: Canterbury University Press, 2011, pp 186-187.

*Assessor's use only*

1.1a	Describe an economic benefit to the imperialist powers when they controlled the Pacific territories?  <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	
Multistructural												
2												
1												
0												
NR												
1.1b	Describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s.  <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	
Multistructural												
2												
1												
0												
NR												
1.1c	State <b>one</b> cultural impact of British rule in the Gilbert and Ellice Islands.  <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			
Unistructural												
1												
0												
NR												

**Part 2: History Essay****Answer only ONE Essay Question from Strand 1.**

While answering your essay, ensure that you:

- provide key historical ideas and supporting evidence;
- organise historical information into an essay structure; and
- use the scoring rubric on the next page to guide your essay.

**EITHER: Question 1.2a**

Explain factors that contributed to annexation of territories in the Pacific by at least **TWO** imperial nations in the late nineteenth- and twentieth-centuries. Evaluate the achievements of at least **ONE** imperial nation in pursuing these factors by 1914.

**OR: Question 1.2b**

Describe the strategies that **TWO** imperial nations adopted to control Pacific nations in the late-nineteenth century. Evaluate the economic and social impacts on the lives of at least **ONE** Pacific people.

**Strand 1 Essay:      Scoring Rubric**

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 economic impacts of imperialist administration on Pacific Islands people.	1	Economic impacts correctly identified.			
iv	Identify the social impacts of imperialist administration on Pacific Islands people.	1	Social impacts correctly identified.			
v	Describe how imperialism came to the Pacific from the perspectives 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.	A 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 argument evident.	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 related to imperialism are stated.	More than two impacts are stated and each one is linked directly to events that caused them.	
x	Evaluate the impact of imperialism by presenting a judgment 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 or both, 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**

Germany acquired the western islands (Savai'i and 'Upolu, plus seven smaller islands), while the United States acquired the eastern islands (Tutuila and the Manu'a group) to support its Pacific fleet.

When war broke out in Europe in August 1914, Britain asked New Zealand to seize German Samoa as a 'great and urgent Imperial service'. New Zealand's response was swift. Led by Lieutenant-Colonel Robert Logan, the 1385-strong Samoa Advance Party of the New Zealand Expeditionary Force landed at Apia on 29 August. There was no resistance from German officials or the general population. Next day a proclamation by Logan established a New Zealand-run British Military Occupation of Samoa.

The League of Nations formally allocated New Zealand the Class C mandate of Western Samoa in December 1920. Samoan leaders were not consulted as other nations decided the islands' future.

The Samoa Act established the British colonial model as the basis for civil administration. New Zealand's Governor-General appointed an Administrator to hold executive power. The position, based in Apia, reported to the Minister of External Affairs in Wellington.

Law-making power was held by the Administrator and a local Legislative Council, although Wellington had final authority. Most Council members were administration officials, with local Europeans given a small minority of seats.

Samoa has a history of opposition to European rule. Formal resistance had occurred on two occasions during the German colonial era, and several petitions had already challenged New Zealand's administration. But the opposition that emerged in the late 1920s was organised and widespread.

The worst incident in New Zealand's relationship with Samoa occurred on Saturday 28 December 1929. It was precipitated by a fracas that erupted during a Mau parade along Apia's waterfront to welcome home two members who had been exiled in New Zealand. The incident culminated in police opening fire on the crowd, leaving at least eight dead.

Source: <https://nzhistory.govt.nz>

*Assessor's use only*

2.1a	State <b>one</b> way in which Samoa opposed colonial rule. <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	
Unistructural										
1										
0										
NR										
2.1b	State <b>one</b> consequence of opposing the colonial administration on the natives. <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	
Unistructural										
1										
0										
NR										

*Assessor's use only*

2.1c	<p>State a reason for Britain urging New Zealand to seize German Samoa.</p> <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					
Unistructural														
1														
0														
NR														
2.1d	<p>Explain why the balance of power changed in Samoa from 1914 to 1945.</p> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Relational</th> </tr> </thead> <tbody> <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> </tbody> </table>	Relational		3		2		1		0		NR	
Relational														
3														
2														
1														
0														
NR														
2.1e	<p>Describe a way in which the natives expressed their growing dissatisfaction towards the imperialist administration.</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			
Multistructural														
2														
1														
0														
NR														
2.1f	<p>Describe a way the imperialist administration enforced their dominance.</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			
Multistructural														
2														
1														
0														
NR														

**STRAND 3: IMPACT OF WORLD WAR 2 IN THE PACIFIC, 1945 TO EARLY 1960s**

Use Resource 3A and 3B to answer questions 3.1a – 3.1f.

**RESOURCE 3A: The Second World War**

Proposals generated by administrative staff in the Solomons indicated deep dissatisfaction with their inability before the war to promote native welfare, and with an economic system that did not offer any opportunity for native advancement. The destruction of commercial plantations encouraged officials to think in terms of a new economy based on a native peasantry controlling their own lands and producing for a market. This would require investment: the Melanesians needed training in agriculture and technical matters, and in running co-operative societies so that they would not be dependent on foreign entrepreneurs. In order to underpin these hopes, new educational and training institutions would be needed, together with better transport facilities, and since Tulagi, the centre of government in Solomon Islands, had been totally destroyed, a new capital would need to be built.

Source: Campbell, I.C., *Worlds Apart – A History of the Pacific Islands* Second Edition. Caterbury: Canterbury University Press, 2011, p. 270.

**RESOURCE 3B**



Source: <http://shiftingbaselines.org>

*Assessor's use only*

3.1a	What is the likely cause of destruction to commercial plantations? <hr/> <hr/> <hr/>	<b>Unistructural</b>	
		1	
		0	
		NR	
3.1b	State a solution that the officials thought of to solve the problems related to destruction of commercial plantations. <hr/> <hr/> <hr/>	<b>Unistructural</b>	
		1	
		0	
		NR	

*Assessor's use only*

3.1c	<p>State a reason why there was a need to build a new capital.</p> <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					
Unistructural														
1														
0														
NR														
3.1d	<p>Explain with an example how the Solomon Islands could recover from the destructions.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Relational</th> </tr> </thead> <tbody> <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> </tbody> </table>	Relational		3		2		1		0		NR	
Relational														
3														
2														
1														
0														
NR														
3.1e	<p>Describe how the United States was given the authority to test its nuclear weapon at the Bikini Atoll.</p> <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			
Multistructural														
2														
1														
0														
NR														
3.1f	<p>Describe how the natives of Marshall Islands viewed the existence of the United States imperial administration.</p> <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			
Multistructural														
2														
1														
0														
NR														

**STRAND 4: DECOLONISATION IN THE PACIFIC, 1960s – 1970s**

Part 1: Use Resource 4A and 4B to answer questions 4.1a – 4.1d.

**RESOURCE 4A****Political Changes**

- When Kiribati began to move to independence in the 1960s, the people of Tuvalu decided they preferred to be separate.
- In 1975, Tuvalu separated from Kiribati.
- On 1 October 1978, Tuvalu became an independent constitutional monarchy. Queen Elizabeth II is the Head of State, represented by a governor-general. Tuvalu has a twelve-member elected Parliament, with each island represented. Each island also has its own island council (falekaupule)

Source: Stenson, M. *Illustrated History of the South Pacific*, Random House, 2012, p. 97.

**RESOURCE 4B****Decolonisation and Defiance**

By this time both Britain and France were in favour of rapid decolonization. The only serious obstacle was that the French insisted on a constitution being in place before independence in order to ensure the protection of the rights of the Francophone community and the property rights of the French investors. Lini wanted a nationalist independent government first. A year of negotiations followed, during which the New Hebrides was governed by a government that everyone knew did not have the confidence of the people because the Vanua'aku Pati was not included. Knowing that he has the sympathy of the United Nations and the support of independent Pacific island nations, Lini continued to hold aloof until, in December 1978, the government was defeated in the representative assembly and he agreed to join a government of national unity.

In 1979, a constitution was agreed on, foreign claimants to rural land were dispossessed (with compensation from their respective governments) and elections were held, in which Lini's party won 62% of the popular vote. Lini was appointed chief minister. In the meantime, such was the force of the Vanua'aku Pati's propaganda, the effectiveness of its revolutionary government and success of its ability to stage popular demonstrations; it has acquired a reputation for radicalism that antagonized various dissenting elements. These included some Melanesians, a great many of the French residents and a number of French officials. Rioting and violence between the various factions and their vigilante groups took place, and in May 1980, secessionist governments were declared in various places from Tanna in the south to Espiritu Santo in the north.

Source: Campbell, I.C. *Worlds Apart – A History of the Pacific Islands* Second Edition. Canterbury: Canterbury University Press, 2011, pp 307 – 308.

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

*Assessor's use only*

4.1a	State the meaning of decolonization for Tuvalu as mentioned in Resource 4A.  _____  _____  _____		
		<b>Unistructural</b>	
		1	
		0	
		NR	

*Assessor's use only*

4.1b	State the form of government Tuvalu adopted while achieving independence. <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			
Unistructural												
1												
0												
NR												
4.1c	Describe how Walter Lini was appointed as the Chief Minister. <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	
Multistructural												
2												
1												
0												
NR												
4.1d	State the term used for Vanuatu being colonized by two colonial powers, Britain and France. <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			
Unistructural												
1												
0												
NR												

## 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; and
- use the scoring rubric on the next page to guide your essay.

### **EITHER: Question 4.2a**

Explain the role of the United Nations in decolonization in the Pacific. Evaluate how successful the United Nations was in assisting the lives of at least **ONE** Pacific people up to 1970.

### **OR: Question 4.2b**

Explain **TWO** ways followed by Pacific people to achieve independence. Evaluate the success of these ways in attaining independence for at least **ONE** Pacific people to the end of the 1970s.

**Strand 4 Essay: Scoring Rubric**

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define decolonization.	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 the 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.	A least two events or statements are described.		
vii	Describe the different experiences of Pacific people 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 linked directly to the move to independence.	
ix	Explain/analyze the extent to which the Pacific region was decolonized by the end of the 1970s.	3	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country.	Extent of independence is 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 judgment on whether decolonization had been positive or negative. Give examples.	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 or both, and justification for the evaluation is provided.





