

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

HISTORY

2019

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–1970s.	7	4	2	1	25% 65 min
TOTAL	18	13	6	2	70% 180 min

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



Source: <https://www.nzgeo.com>

Assessor's use only

1.1a	<p>Describe how the activity shown in the picture benefited the imperial powers.</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 one environmental impact of the activity on this island.</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>State one way local people benefited from this activity.</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			
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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 the problems faced by at least TWO imperial nations controlling colonies in the Pacific. Evaluate the ways in which at least ONE of the imperial powers was able to solve those problems.

OR: Question 1.2b

Explain the ways in which TWO imperial nations benefited from administering colonies in the Pacific. Evaluate the ways in which at least ONE Pacific country was assisted economically and socially.

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	At least 1 economic impact correctly identified.			
iv	Identify the social impacts of imperialist administration on Pacific Islands people.	1	At least 1 social impact 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 questions 2.1a–2.1f.

Resource 2A**Peace Talks in Versailles and Aftermath**

Due to secret agreements made in 1917, Japanese claims to the South Sea Islands were supported by Great Britain, France, Russia and Italy. The USA opposed these claims, since this meant that Japan could quickly cut off U.S. access to the Philippines and, in case of a conflict, threaten Guam and Hawaii. Eventually a compromise was reached. Japan was awarded the formerly German islands north of the equator as a Class C League of Nations mandate. This allowed for the islands to be administered as an integral part of Japan, but forbade any fortifications. It mandated Japan to work for the (non-defined) advancement of the local populace, until it was sufficiently developed to be released into independence, although it was never specified when this point would be reached. Effectively this meant that Japan (and other mandate-holders elsewhere) could administer their assigned territories as quasi-colonies.

Source: <https://encyclopedia.1914-1918-online.net>*Assessor's use only*

2.1a	Identify one country that supported Japanese claims to the South Sea Islands. _____ _____ _____	<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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2.1b	State one way the natives of Japanese territories in the Pacific expressed their dissatisfaction towards the Japanese administration. _____ _____ _____	<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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2.1c	State one effect of not specifying the end of Japanese rule. _____ _____ _____	<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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2.1d	<p>Describe Japan's responsibility to the people of the colony.</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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2.1e	<p>Describe a reason why the USA opposed Japanese claims to the South Sea Islands.</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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2.1f	<p>Explain how the balance of power changed in Micronesia after World War 1.</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	
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STRAND 3: IMPACT OF WORLD WAR 2 IN THE PACIFIC, 1945 TO EARLY 1960s

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

RESOURCE 3A: The Second World War

Against this metropolitan background, it is not surprising that attitudes towards economic and social development were changing in the colonial administrations of Britain, Australia and New Zealand in accord with the new practices in the home countries.

In the Pacific Islands there was more conscious recognition that indigenous involvement in commercial agriculture was increasing and that these new commercial farmers needed assistance. Their complex systems of agriculture-mixing subsistence production and cash cropping-needed to be understood, and access to inputs and marketing arrangements provided. Other associated social trends were emerging. Indigenous people were starting to live outside their villages in larger numbers. Some, depending on non-traditional forms of labour mobilization, set up farms at a distance from their traditional settlements while others moved into towns. Colonial regulations, which had controlled people's movements and residences, were becoming less effective. In several Pacific colonies or territories it was clear that populations were now increasing, after the declining or relatively static numbers of the first half of the century. There would have to be an expansion of the area of land under agriculture. In the new intellectual climate seeping into the administrations of some Pacific colonies and territories it was felt that governments would have to take the initiative in leading development. This would be costly. Whereas an older view was that colonies should pay for their own administration, there was now recognition that money would have to be spent to promote development. Thus programmes such as the British Colonial Development and Welfare Fund were established; aid programmes initiated; and, in some countries, foundations and other private organisations began to foster studies of colonial territories.

Source: <http://pacificinstitute.anu.edu.au>

Assessor's use only

3.1a	Identify one change in the farming system in the Pacific Islands after World War II. _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Unstructural</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>	Unstructural		1		0		NR	
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3.1b	State one change in population distribution after World War II. _____ _____ _____	<table border="1"> <thead> <tr> <th colspan="2">Unstructural</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>	Unstructural		1		0		NR	
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<p>3.1c</p>	<p>Describe one impact of World War II on the people of the Pacific.</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>3.1d</p>	<p>Explain one strategy adopted by the colonial administration to develop the Pacific nations.</p> <hr/> <hr/> <hr/> <hr/> <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>3.1e</p>	<p>Identify one solution to a problem faced by Pacific Islanders during World War II.</p> <hr/> <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>3.1f</p>	<p>Describe one reason why the British Colonial Development and Welfare Fund was established.</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 4: DECOLONISATION IN THE PACIFIC, 1960s – 1970s

Part 1: Analysing and Evaluating Historical Resources

Use Resource 4A to answer questions 4.1a–4.1d.

RESOURCE 4A

During the 1970s, the phrase the ‘Pacific Way’ became a popular slogan and referred to a way of making decisions and resolving disagreements without leaving any party feeling defeated. The art of the Pacific Way was not merely one of compromise but of finding a solution that could meet the aspirations of all. Decisions were made by consensus, not by a majority outvoting a minority; rancor could thus be avoided and everybody could be a winner. This was the style, it was said, of traditional Pacific politics. Superficially, this was the way decolonisation appeared to have come about. In the era of decolonization, there was reason for faith in the ‘Pacific Way’: negotiation with mutual goodwill was the general trend and the wars fought elsewhere in the name of freedom and national self-determination were not re-enacted in the Pacific.

This impression of decolonisation, is however, no more than half true; decolonisation was almost entirely free of violence, but the principal reason was that the major colonial powers in the Pacific decided for their own purposes to end their colonial role. Where that has not happened, little progress towards decolonisation occurred: France remains strongly entrenched, the United States retains constitutional or contractual rights across the North Pacific from Hawai’i to Palau and in American Samoa, and West Papua (as Irian Jaya, the western half of the island of New Guinea, has been called since 2001) remains a province of Indonesia. From the end of the Second World War the independence of the British, Australian and New Zealand colonies in the Pacific was really only a matter of time, although contemporaries did not always perceive it, nor was progress always steady.

Source: Campbell, I. C., 2011. *Worlds Apart – A History of the Pacific Islands*, Second Edition. Canterbury: Canterbury University Press, p. 289.

Assessor’s use only

4.1a	Identify one imperial power in the Pacific from the 1960s–1970s. <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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4.1b	Apart from the ‘Pacific Way’, state another strategy used by Pacific Islanders to achieve 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	
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4.1c	Describe how the concept of the 'Pacific Way' was used during the decolonisation process in the Pacific. <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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4.1d	Identify one way the local people benefited from the 'Pacific Way'. <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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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 contributions of leaders in decolonisation in the Pacific. Evaluate how effective the leaders were in assisting at least ONE Pacific Island nation to achieve independence.

OR: Question 4.2b

Explain TWO problems faced by Pacific Island nations while fighting for independence. Evaluate how at least ONE Pacific nation was able to overcome the problems and achieve independence.

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 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	At least one reason for historical decisions correctly identified.			
iv	Identify benefits for certain historical decisions.	1	At least one benefit for historical decisions correctly identified.			
v	Describe the role of the emerging pacific leaders in supporting decolonisation.	2	Only one role stated with little detail.	More than one role stated including how they support decolonisation.		
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 stated.	More than one reason stated and 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 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 decolonisation on Pacific peoples and present a judgment on whether decolonisation had been positive or negative. Give examples.	4	One impact of imperialism is stated.	Two or more impacts of imperialism are stated.	Two or more impacts of imperialism are 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.

