

MARKER CODE


 Pacific  
Community  
Communauté  
du Pacifique


Student Personal Identification Number

# South Pacific Form Seven Certificate

# HISTORY

## 2020

### QUESTION and ANSWER BOOKLET (1)

**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.	4	4	3	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.	1	1	1	1	10% 25 min
<b>Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s</b> Demonstrate an understanding 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–1970s.	4	4	3	1	25% 65 min
<b>TOTAL</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>70% 180 min</b>

Check that this booklet contains pages 2–19 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–1.1b.

**RESOURCE 1A**

For the first time in more than 3000 years a different people had begun to colonize the Pacific Islands. The government of Europe and the US had still not woven primary plans for the region, and so well into the nineteenth century, the Pacific remained the arena of solitary traders, shipmasters and missionaries. But as shipping increased more foreign settlers arrived, too, and with more settlers came even more traders, more missionaries and then larger commercial ventures, many from established concerns in Australia, the US and South America.

Source: Fisher, S.R., 2002. The History of the Pacific Islands. New York: Palgrave Publishers Ltd, p.120

*Assessor's use only*

1.1a	Describe why Europeans came to the Pacific.  <hr/> <hr/> <hr/> <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	Explain a political impact of increased shipping in the Pacific.  <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	
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**Part 2: History Essay****Answer only ONE Essay Question from Strand 1.**

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 1.2a**

Explain the factors that attracted an imperial nation to the Pacific. Evaluate the impacts of imperialism on TWO Pacific colonies.

**OR: Question 1.2b**

Explain the strategies adopted by an imperial power in ruling its colonies. Evaluate the effects of the colonial approach on TWO Pacific colonies.

**Strand 1 Essay 1.2a: 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 cultural impacts of imperialist administration on Pacific Island people.	1	Cultural impact correctly identified.			
iv	Identify the political impacts of imperialist administration on Pacific Islands' ruling system.	1	Political impact correctly identified.			
v	Describe how imperialism came to the Pacific from the perspectives of the imperial powers and Pacific people.	2	Only one way and perspective stated, with little detail.	Two or more ways stated covering both perspectives.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event is stated.	At least two events or statements or both are listed and described.		
vii	Describe the impacts of imperialism.	2	Only impact is stated.	At least two impacts are described.		
viii	Develop and sustain coherence in the arguments.	3	One argument is evident.	More than one argument is evident.	More than one reason or argument is evident, with appropriate linkage of ideas.	
ix	Explain the impacts 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 described.	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 was positive.	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.

**Strand 1 Essay 1.2b: Scoring Rubric**

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define colonialism.	1	Correct definition.			
ii	Name/identify colonial powers in the Pacific.	1	Imperial power correctly named/identified.			
iii	Identify the political impacts of colonial powers on Pacific Island people.	1	Political impact correctly identified.			
iv	Identify the cultural impacts of colonial powers/activities on the Pacific Island people.	1	Cultural impact correctly identified.			
v	Describe how colonialism 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 are stated, covering both perspectives.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement/impact is stated.	At least two impacts are described.		
vii	Describe the impacts of colonialism.	2	Only one impact is stated.	At least two impacts are described.		
viii	Develop and sustain coherence in the arguments.	3	One argument is evident.	More than one reason/argument is evident.	More than one argument is evident, with appropriate linkage of ideas.	
ix	Explain the impacts of colonialism as indicated in the essay topic.	3	One impact or one event related to colonialism is stated.	More than two impacts related to colonialism are described	More than two impacts are stated and each one is linked directly to events that caused them.	
x	Evaluate the impact of colonialism by presenting a judgment on whether the historical event was positive or negative.	4	One impact of colonialism is stated.	Two or more impacts of colonialism are stated.	Two or more impacts of colonialism 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.







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

Use Resource 2A to answer questions 2.1a–2.1d.

**Resource 2A**

The Australian administration of New Guinea began badly because, in the absence of well-informed or experienced administrators, the Australians took over the German operations and adopted their attitudes and methods, including the free use of corporal punishment for labourers. The wartime administration also strove to increase copra output, and the number of labourers increased from 17, 000 in 1914 to 31,000 in 1921, when the period of military government ended. The Australian government was determined that the New Guinea plantation economy should flourish and it was eager to place returned servicemen on the plantations appropriated from the German settlers. The combination of the German heritage and the Australian ‘war booty’ outlook produced a style of administration that was initially harsh and single-minded.

Source: Campbell, I. C., 2011. *Worlds Apart – A History of the Pacific Islands*, Second Edition. Canterbury: Canterbury University Press, p. 243

*Assessor’s use only*

2.1a	Define <b>balance of power</b> . <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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2.1b	Describe a change in the balance of power in PNG, as mentioned in the resource. <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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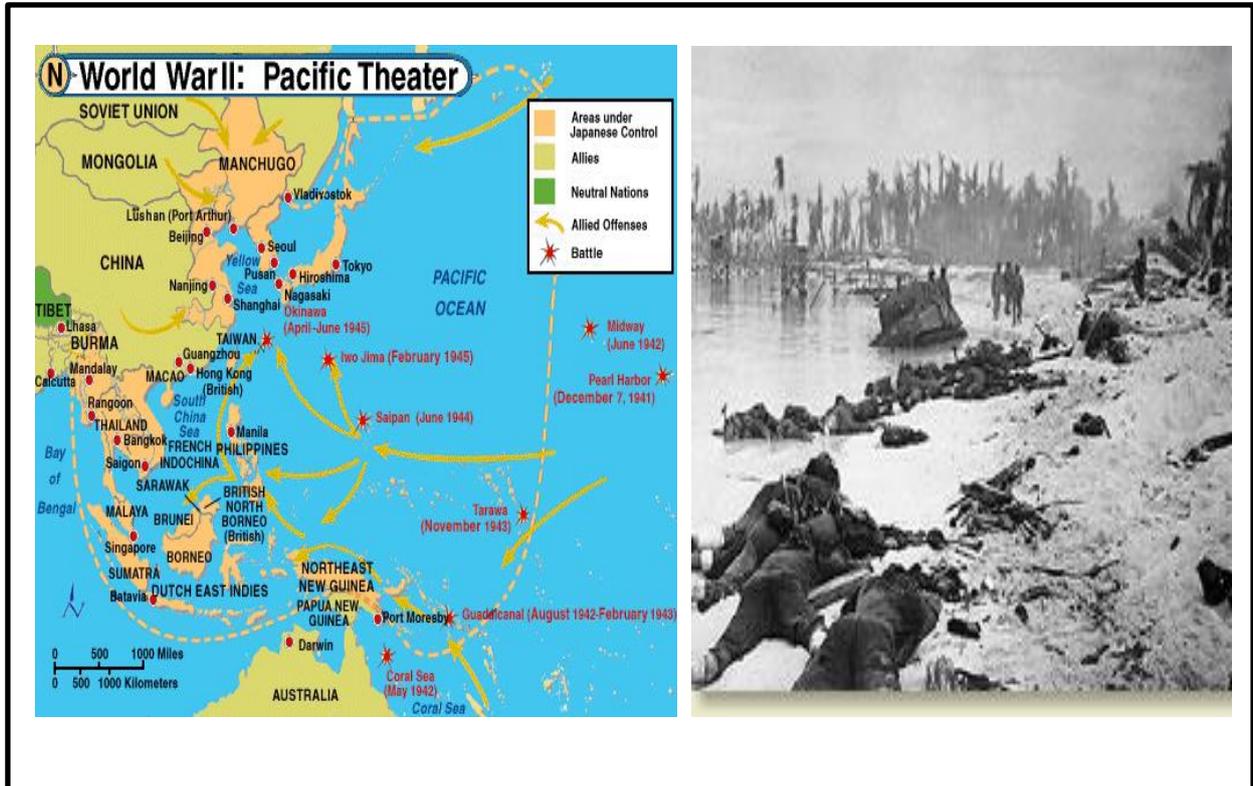


**STRAND 3: IMPACT OF WORLD WAR 2 IN THE PACIFIC, 1945 TO EARLY 1960s**

Use Resource 3A (i) and 3A (ii) to answer questions 3.1a–3.1f.

**RESOURCE 3A (i): The Second World War**

**RESOURCE 3A (ii): WW II in the Pacific**



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

Source: <http://www.eyewitnesstohistory.com>

		<i>Assessor's use only</i>								
3.1a	Name a Pacific Island country that became a battlefield during World War II.  _____	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td style="text-align: center;">NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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3.1b	Name a super power that was involved in World War II in the Pacific.  _____	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td style="text-align: center;">NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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<p>3.1c</p>	<p>Describe a cause of World War II in 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 an impact of World War II on the people of the Pacific.</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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<p>3.1e</p>	<p>State an impact of World War II war on Japan.</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>3.1f</p>	<p>Describe how the aftermath of WW II influenced the thinking of Pacific people about colonisation.</p> <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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**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**

Evaluate factors that contributed to decolonisation in TWO Pacific Islands. Explain the impacts of decolonisation on the natives.

**OR: Question 4.2b**

Explain the strategies adopted by TWO Pacific Island nations in fighting for self-rule. Evaluate problems encountered while trying to achieve independence.

**Strand 4 Essay 4.2a: 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	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 decolonisation.	2	Only one role is stated, with little detail.	More than one role is stated, including how it supported decolonisation.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event is stated, with little detail.	At least two experiences are described.		
vii	Describe the different experiences of Pacific people as they move towards independence.	2	Only one experience is 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 described.	More than one reason is stated and linked directly to the move to independence.	
ix	Explain/analyse the extent to which the Pacific region was decolonised by the end of the 1970s.	3	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is described for more than one country.	The extent of independence is described for more than one country and these are related to the decolonisation movement.	
x	Evaluate the impact of decolonisation on Pacific peoples and present a judgment on whether decolonization was positive or negative. Give examples.	4	One impact of imperialism is stated.	More than one impact of imperialism is described.	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 using examples.

**Strand 4 Essay 4.2b: Scoring Rubric**

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define independence.	1	Correct definition.			
ii	Identify two problems leading to independence.	1	Problem correctly identified.			
iii	Identify reasons for certain historical decisions.	1	Reason for historical decisions correctly identified.			
iv	Identify a country.	1	Country identified.			
v	Describe how the problem affects their fight for independence.	2	Only one way is stated, with little detail.	More than one way is described.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event is stated, with little detail.	At least two events or statements are stated.		
vii	Describe the impacts of the problem on the people.	2	Only one impact of the problem is stated, with little detail.	At least two impacts are stated.		
viii	Explain how the natives were able to overcome the problem.	3	Only one way/idea is stated.	More than one way/ idea is stated.	More than one way/idea stated and linked directly to the move to independence.	
ix	Analyse the extent to which overcoming the problem assisted natives to achieve independence.	3	One relevant idea is stated perhaps for one country only.	More than one relevant idea stated for more than one country.	The extent of independence is described for more than one country and these are related to the decolonisation movement.	
x	Evaluate the impact of independence on the Pacific peoples and present a judgment on whether independence was positive or negative. Give examples.	4	One impact of independence is stated, with little detail.	More than one impact of independence is stated.	More than one impact of independence 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 using examples.





