

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate HISTORY 2021

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

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.

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 factors that influenced an imperial nation to control territories in the Pacific.
Evaluate the impacts of imperial activities on TWO Pacific Island countries.

OR: Question 1.2b

Explain the reasons why a colonial power decided to set up colonies in the Pacific region.
Evaluate the impacts of colonialism 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	One or more cultural impacts correctly identified.			
iv	Identify the political impacts of imperialist administration on Pacific Island people.	1	One or more political 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 are stated with little detail.	Two or more ways are described 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 or described.		
vii	Describe the impacts of imperialism.	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.	Two or more arguments are evident.	Two or more arguments are evident with appropriate linkage of ideas.	
ix	Explain the impact of imperialism indicated in the essay topic.	3	One impact or one event related to imperialism is stated.	Two or more impacts related to imperialism are stated.	Two or more 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 or negative.	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.	Two or more 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	Colonial power correctly named/identified.			
iii	Identify the political impacts of colonial powers/activities on Pacific Island people.	1	One or more political impacts correctly identified.			
iv	Identify the cultural impacts of colonial powers/activities on Pacific Island people.	1	One or more cultural impacts 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 are stated with little detail.	Two or more ways are stated or described, 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 or 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.	Two or more reasons/arguments are evident.	Two or more arguments are 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 stated.	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.	Two or more 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**Colonial Rule After World War I**

The pattern of colonial rule in Oceania was altered by the outbreak of World War I in 1914. An Australian force occupied German New Guinea, and a New Zealand force took German (Western) Samoa; Japan took the Carolines, the Marshalls, Palau, and the Marianas. At the end of the war these German territories, together with Nauru, were retained by the occupying powers as mandates under the League of Nations. The professed aim of the administrators was to help the people of these territories to stand on their own feet under the strenuous conditions of the modern world.

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

Assessor's use only

2.1a	Define the term political change . <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	List two political changes in a Pacific colony as a result of colonial administrative changes. <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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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



Source: <https://www.nationalgeographic.org>

Assessor's use only

<p>3.1a</p>	<p>Identify the island in the Pacific where the incident depicted in the resource occurred.</p> <p>_____</p> <p>_____</p>	<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>Identify one of the superpowers involved.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<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>Describe the incident depicted in the resource as a cause of World War II in the Pacific.</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			
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<p>3.1d</p>	<p>Explain one social impact of the incident on the local people.</p> <hr/> <hr/> <hr/> <hr/> <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	
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<p>3.1e</p>	<p>Identify one negative environmental effect resulting from the above incident.</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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<p>3.1f</p>	<p>Describe the relationship between the two superpowers as indicated by the above incident.</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			
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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 and 4.1b.

RESOURCE 4A: Decolonisation

The United Nations has played a crucial role in that historic change by encouraging the aspirations of dependent peoples and by setting goals and standards to accelerate their attainment of independence. The Organization has also supervised elections leading to independence – in Togoland (1956 and 1968), Western Samoa (1961), Namibia (1989) and most recently a popular consultation in East Timor (1999).

Source: <http://unitednationsorganisation.blogspot.com>

Assessor's use only

4.1a	Describe a role of the United Nations in the decolonisation of the Pacific colonies. <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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4.1b	Explain why decolonisation was needed in the Pacific at that time. <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	
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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 factors that contributed to decolonisation in TWO Pacific Islands. Evaluate the effects of decolonisation on the local people.

OR: Question 4.2b

Explain the problems encountered by the natives of TWO Pacific Island nations while fighting for self-rule and what actions they took to overcome those problems. Evaluate the impacts of independence on the natives.

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	One or more reasons for historical decisions correctly identified.			
iv	Identify benefits for certain historical decisions.	1	One or more 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.	Two or more roles are 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 is stated with little detail.	At least two events or statements 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 or described.		
viii	Explain why Pacific people opted to become independent.	3	Only one reason is stated.	Two or more reasons are stated.	Two or more reasons are 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.	Two or more relevant ideas are 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 decolonisation on Pacific peoples and present a judgment on whether decolonisation had been positive or negative. Give examples.	4	One impact of decolonisation is stated.	Two or more impacts of decolonisation are stated.	Two or more impacts of decolonisation are stated and evaluated as either positive or negative.	Two or more impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

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 problems leading to independence.	1	Problem correctly identified.			
iii	Identify reasons for certain historical decisions.	1	One or more reasons for historical decisions correctly identified.			
iv	Identify a country.	1	Country correctly identified.			
v	Describe how the problems affect their fight for independence.	2	Only one problem is stated with little detail.	Two or more problems are stated including how they affect the fight for independence.		
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 described.		
vii	Describe the impacts of the problems on the people.	2	Only one impact of the problems is stated with little detail.	At least two impacts are listed or described.		
viii	Explain how the natives were able to overcome the problems.	3	Only one way/idea is stated.	Two or more ways/ideas are described.	Two or more ways/ideas are explained and linked directly to the move to independence.	
ix	Analyse the extent to which overcoming the problems assisted the natives to achieve independence.	3	One relevant idea is stated, perhaps for one country only.	Two or more relevant ideas are described for more than one country.	The extent of independence is described for more than one country, and these are related to the independence movement.	
x	Evaluate the impact of independence on the Pacific peoples and present a judgment on whether independence had been positive or negative. Give examples.	4	One impact of independence is stated.	Two or more impacts of independence are described.	Two or more impacts of independence are stated and evaluated as either positive or negative.	Two or more impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

