

MARKER CODE



Pacific
Community
Communauté
du Pacifique



Student Personal Identification Number

South Pacific Form Seven Certificate HISTORY 2022

QUESTION and ANSWER BOOKLET

Time allowed: Three hours

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

INSTRUCTIONS

1. Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right-hand corner of this page.
2. Write your answers in the spaces provided in this booklet.
3. 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 2–23 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 and 1.1b.



Source: <https://www.britannica.com/topic/blackbirding/images-videos>

Assessor's use only

1.1a	Describe the way imperial powers recruited the Pacific islanders in Resource 1A. <hr/> <hr/> <hr/> <hr/>	Multistructural	
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1.1b

Explain how the labour trades affected Indigenous populations in the Pacific.

Horizontal lines for writing the answer to question 1.1b.

Relational	
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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

Discuss the direct and indirect systems of ruling in the Pacific.
Evaluate the impacts of imperial ruling systems on Pacific colonies.

OR: Question 1.2b

Discuss the effects of colonial rule on the Indigenous people of the Pacific.
Evaluate the impacts of colonisation on 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 an imperial power in the Pacific.	1	Named/identified one imperial power in the Pacific.			
iii	Define direct rule.	1	Correct definition.			
iv	Define indirect rule.	1	Correct definition.			
v	Describe the patterns of direct rule in the Pacific.	2	One pattern of direct rule stated.	Two patterns of direct rule or one pattern with an example stated.		
vi	Describe the patterns of indirect rule in the Pacific.	2	One pattern of direct rule stated.	Two patterns of indirect rule or one pattern with an example stated.		
vii	Describe how imperialism came to the Pacific from the perspective of Pacific people.	2	One way from a Pacific perspective stated.	Two ways or one way from a Pacific perspective with an example stated.		
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 why imperial powers used direct rule OR indirect rule in the Pacific.	3	One reason stated.	Two reasons listed, or one reason with an example stated, or one reason described.	Two or more reasons are stated and each one is clearly linked to the ruling system and Pacific people.	
x	Evaluate the impacts of direct or indirect rule by presenting a judgment on its effects on Pacific colonies.	4	One impact of direct or indirect rule stated.	Two impacts listed, or one impact with an example stated, or one impact described.	Two or more impacts 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 imperialism.	1	Correct definition.			
ii	Define colonialism.	1	Correct definition.			
iii	Define penal colony.	1	Correct definition.			
iv	Name/identify imperial powers in the Pacific.	1	Named/identified one imperial power in the Pacific.			
v	Describe the social impact of colonial rule on a Pacific Island country.	2	One social impact of French rule is stated.	Two impacts are listed, or one impact is stated with an example, or one impact is described.		
vi	Describe the cultural impact of colonial rule on a Pacific Island country.	2	One cultural impact of French rule is stated.	Two impacts are listed, or one impact is stated with an example, or one impact is described.		
vii	Describe the political impact of colonial rule on a Pacific Island country.	2	One political impact of French rule is stated.	Two impacts are listed, or one impact is stated with an example, or one impact is 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 why the imperial powers colonised the Pacific.	3	One reason is stated.	Two reasons are listed, or one reason is stated with an example, or one reason is described.	Two or more reasons are stated and each one is clearly linked to the examples.	
x	Evaluate the impacts of colonialism by presenting a judgment on its effects on Pacific colonies.	4	One impact of colonialism is stated.	Two impacts are listed, or one impact with an example stated, or one impact is described.	Two or more impacts 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

Growing Suspicions of Japanese Motive for War

In the late 1930s, defence arrangements between Australia, Britain and New Zealand were coordinated, with Australia taking particular responsibility for patrolling the southwest Pacific area, and New Zealand the region eastward from Fiji.

Concern about Japan was the reason for these arrangements. Fear of Japanese expansionism had grown in Australia, New Zealand and the United States since the end of the First World War. For the whole of that time, the Japanese were suspected of harbouring plans to launch war in the South Pacific from the island possessions that gave them forward bases. Japanese development policies, and especially large-scaled Japanese migration into Micronesia, looked sinister, an impression compounded by secretiveness.

Source: Campbell, I., 2003, *Worlds Apart : A History of the Pacific Islands*, University of Cambridge, Christchurch, p. 258.

Assessor's use only

2.1a	<p>Explain how WWI led the Japanese administration to colonise Micronesia.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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2.1b	List two administrative changes in Pacific colonies after WWI. <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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2.1c	State the major event that confirmed the suspicions of Australia, Britain, New Zealand and the United States of America about Japan's intentions for the Pacific. <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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STRAND 3: IMPACT OF WORLD WAR 2 IN THE PACIFIC, 1945 TO EARLY 1960s

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

RESOURCE 3A



Source: <https://rb.gy/apoigw>

Assessor's use only

<p>3.1a</p>	<p>State the year that the incident in Resource 3A occurred.</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>Name the naval base involved in the incident in Resource 3A.</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>Describe the significance of the incident in Resource 3A to WWII.</p> <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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Use Resource 3B to answer questions 3.1d–3.1f.

RESOURCE 3B

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: 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 the Solomon Islands, had been totally destroyed, a new capital would need to be built.

Source: Campbell, I., 2003, *Worlds Apart: A History of the Pacific Islands*, University of Cambridge, Christchurch, p. 262.

Assessor's use only

3.1d	Identify a negative environmental impact in Resource 3B. <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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3.1e	Describe the cause of the destruction of the environment in Resource 3B. <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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3.1f	<p>Explain a positive effect of the environmental damage on Pacific nations.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1246 860 1436 909">Relational</th> </tr> </thead> <tbody> <tr> <td data-bbox="1246 909 1342 958">3</td> <td data-bbox="1342 909 1436 958"></td> </tr> <tr> <td data-bbox="1246 958 1342 1008">2</td> <td data-bbox="1342 958 1436 1008"></td> </tr> <tr> <td data-bbox="1246 1008 1342 1057">1</td> <td data-bbox="1342 1008 1436 1057"></td> </tr> <tr> <td data-bbox="1246 1057 1342 1106">0</td> <td data-bbox="1342 1057 1436 1106"></td> </tr> <tr> <td data-bbox="1246 1106 1342 1155">NR</td> <td data-bbox="1342 1106 1436 1155"></td> </tr> </tbody> </table>	Relational		3		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

1514 (XV). Declaration on the granting of independence to colonial countries and peoples

The General Assembly,

Mindful of the determination proclaimed by the peoples of the world in the Charter of the United Nations to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small and to promote social progress and better standards of life in larger freedom,

Conscious of the need for the creation of conditions of stability and well-being and peaceful and friendly relations based on respect for the principles of equal rights and self-determination of all peoples, and of universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion,

Recognizing the passionate yearning for freedom in all dependent peoples and the decisive role of such peoples in the attainment of their independence,

Aware of the increasing conflicts resulting from the denial of or impediments in the way of the freedom of such peoples, which constitute a serious threat to world peace,

Considering the important role of the United Nations in assisting the movement for independence in Trust and Non-Self-Governing Territories,

Recognizing that the peoples of the world ardently desire the end of colonialism in all its manifestations,

Convinced that the continued existence of colonialism prevents the development of international economic co-operation, impedes the social, cultural and economic development of dependent peoples and militates against the United Nations ideal of universal peace,

Affirming that peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law,

Believing that the process of liberation is irresistible and irreversible and that, in order to avoid serious crises, an end must be put to colonialism and all practices of segregation and discrimination associated therewith,

Welcoming the emergence in recent years of a large number of dependent territories into freedom and independence, and recognizing the increasingly powerful trends towards freedom in such territories which have not yet attained independence,

³⁶ *Official Records of the General Assembly, Fifteenth Session, Supplement No., 2 (A/4494).*

4.1a	<p>Describe one way the United Nations (UN) helped to decolonise the Pacific.</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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4.1b	<p>Explain how decolonisation affected the power and influence of the imperial powers.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <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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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

Discuss the reasons and impacts of decolonisation in the Pacific.

Evaluate the political impact of decolonisation on the newly independent Pacific states.

OR: Question 4.2b

Discuss the reasons and challenges of nationalist movements in the Pacific.

Evaluate the impact that nationalism had on the colonisers.

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 a Pacific country that was decolonised in the 1960s–1970s.	1	Imperial power is identified.			
iii	Identify a Pacific leader who was influential in the decolonisation process.	1	Relevant leader is stated.			
iv	Mention a specific administrative change that took place as a result of decolonisation.	1	Specific administrative change is stated.			
v	List the positive effects of decolonisation on Pacific countries.	2	Only one positive effect is stated.	Two positive effects are listed.		
vi	List the negative effects of decolonisation on Pacific countries.	2	Only one negative effect is stated.	Two negative effects are stated.		
vii	Refer to specific statements and events related to the historical event.	2	Only one specific statement or event is stated.	Two specific events and/or statements are listed.		
viii	Explain the challenges Pacific Islanders faced in their attempts to gain independence.	3	Only one challenge is stated.	Two challenges are listed, or one challenge is stated with an example, or one challenge is described.	Two or more challenges are described with direct linkage to examples.	
ix	Explain the reasons Pacific Islanders wanted independence.	3	Only one reason is stated.	Two reasons are listed, or one reason is stated with an example, or one reason is described.	Two or more reasons are stated and each idea shows direct linkage to specific examples.	
x	Evaluate the political situation of Pacific island countries after they gained independence using specific examples.	4	Only one relevant idea.	Two relevant ideas listed, or one relevant idea with an example, or one relevant idea described.	Two or more relevant ideas described with direct linkage to specific examples.	Two or more relevant ideas evaluated as negative or positive with justification from specific 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	Name a nationalist movement in the Pacific.	1	Relevant movement is identified.			
iii	Name an emerging Pacific leader responsible for the cause of decolonisation.	1	Relevant leader is named.			
iv	State a UN decision or action that led to decolonisation.	1	Relevant UN decision or action is stated.			
v	Describe an activity that Pacific Islanders engaged in to achieve their aim of independence.	2	One activity is stated.	One activity is described with an example.		
vi	Describe a positive impact of decolonisation.	2	One positive impact is stated.	One positive impact is described with an example.		
vii	Refer to specific statements and events related to the historical event.	2	Only one specific statement or event is stated.	Two specific events and/or statements are listed.		
viii	Analyse the negative impacts of decolonisation with examples from specific Pacific countries.	3	Only one negative impact is stated.	Two negative impacts are listed, or one negative impact with an example, or one negative impact is described.	Two or more negative impacts are described with direct linkage to specific examples.	
ix	Explain the challenges faced in Pacific peoples' fight for independence.	3	Only one relevant challenge is stated.	Two challenges are listed, or one challenge is listed with an example, or one challenge is described.	Two or more challenges are described with direct linkage to specific examples.	
x	Evaluate the colonial powers' reaction towards nationalist movements or Pacific Islanders want for independence.	4	One reaction is stated.	Two or more ideas are listed, or one reaction with an example, or one reaction is described.	Two or more ideas are described with direct linkage to examples.	Two or more ideas are evaluated as negative or positive, justified with specific examples.

Assessor's use only

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Multistructural	v	vi	vii	
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