

MARKER CODE



Student Personal Identification Number

South Pacific Form Seven Certificate

HISTORY

2014

QUESTION and ANSWER BOOKLET

Time allowed: Two and a half hours

INSTRUCTIONS

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page.

This examination paper contains TWO sections:

Section A: Analysing and Evaluating Historical Resources

You must answer **ALL** questions for all four tasks in this section.

Section B: Writing a History Essay

You must answer **TWO** Essay Questions. Do not select two questions from the same question number.

Write your answers in the spaces provided in the 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			Weighting /Time
	Band 1 <i>Basic</i>	Band 2 <i>Proficient</i>	Band 3 <i>Advanced</i>	
HisA: Demonstrate historical knowledge and understanding of The Pacific 1870 – 1970s through the analysis and evaluation of evidence in historical resources	10 questions	3 questions	1 question	20% 50 min
HisB: Demonstrate historical knowledge and understanding of The Pacific 1870 – 1970s through a written essay	20 questions	4 questions	4 questions	40% 100 min
Total	30 questions	7 questions	5 questions	60% 150 min

Check that this booklet contains pages 2-19 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

Section A: Analysing and Evaluating Historical Resources

OUTCOMES:

- Demonstrate an understanding of historical ideas and different points of view indicated by the evidence
- Provide an analysis of historical relationships indicated by the evidence
- Make judgements about the usefulness and/or reliability of the evidence

Answer **ALL** of the questions for all **FOUR** tasks.

Task 1

Western activity in the Pacific during the Nineteenth Century

RESOURCE A1

Fiji served as hub of the British Pacific with its governors holding the position of Western Pacific High Commissioner and British Consul-General. Fiji's Chief Justice served as the chief judicial commissioner in the British Pacific. The primary initial responsibility in combined and extended administration was policing the labour trade. Indigenous inhabitants were to be guided towards law and order, which effectively meant being punished for attacks on British subjects. The High Commission's authority increased after the 1890s as international competition for control of the Pacific islands meant a spate of declarations of protectorates by France, Britain and Germany, and a more interventionist policy. The protectorates and the New Hebrides became colonies 'on the cheap'. At the same time, Australia-based companies sought to establish **monopolies** in trade, shipping and finally plantations in the British islands...this developed Australian commercial interests around the Coral Sea, though the French islands remained outside that orbit.

Source: *Aldrich, R and McKenzie, K.*, eds. **Routledge History of Western Empires**, Florence, Taylor and Francis, 2013, p. 158.

RESOURCE A2

Change in habits of life was also an indication of the extent to which the indigenous people had sufficiently absorbed the missionaries' message to be ready for entry into the church. After the London Missionary Society spread to the Cook Islands in 1821, one of the questions put to candidates for baptism was 'Are you willing to erect a comfortable house — attend to cleanliness within and without?' The next question concerned the candidate's willingness to learn to read with, of course, the primary goal being study of the Bible. The missionaries took almost literally the adage that 'cleanliness is next to Godliness' or, as it was put, for them 'Grease ... was the opposite of Grace'. Missionaries brought with them changes of habit which meant that the peoples of the South Seas were connected with a larger world by print and by trade.

Source: *Aldrich, R and McKenzie, K.*, eds. **Routledge History of Western Empires**, Florence, Taylor and Francis, 2013, p. 448.

Using Resources A1 and A2, answer the following questions:

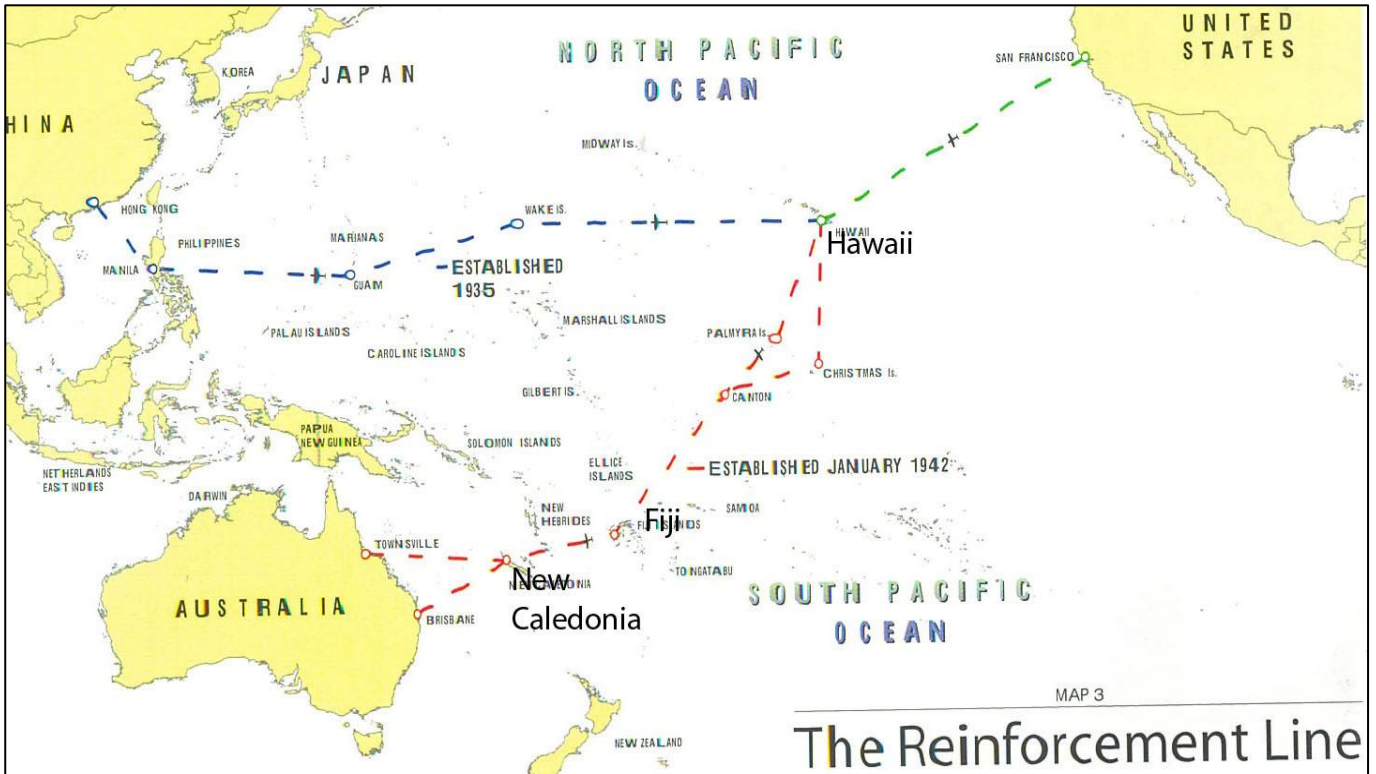
Assessor's use only

A1a	<p>Explain the historical relationship between Great Britain and the Fijian Islands, according to Resource A1.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR									
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A1b	<p>Describe what is meant by 'monopolies' mentioned in Resource A1.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR									
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A1c	<p>Identify the positive historical idea about missionary activity in the Cook Islands in Resource A2 and provide TWO pieces of evidence used in the Resource to support this idea.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR		Basic	Level	Excellent		Weak		NR	
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A1d	<p>Explain the difference between the nature of European activity in Fiji and the Cook Islands as expressed in Resources A1 and A2.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR							
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TASK 2

The United States 'Reinforcement Line' [Hawaii to Australia] established January 1942

RESOURCE B



Source: Lowry, R, *Fortress Fiji: Holding the Line in the Pacific War, 1939-1945*, Sutton, Pirion, 2006, p. 14.

Using Resource B, answer the following questions:

Assessor's use only

<p>A2a</p>	<p>With reference to Resource B, provide ONE reason why the second 'Reinforcement Line' would have been established by the United States government in January 1942.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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TASK 3

Tonga in the 1950s

RESOURCE C1

Queen Salote of Tonga's visit to Queen Elizabeth's coronation in London, June 1953.

She wrote the following account:

“My heart was deeply touched by being witness of such a great occasion with its dignity and rituals. It was a religious ceremony, with all its stateliness. Quite apart from the more obvious things, there were the uniforms, the jewels, the sword and sceptre and the presentation of the Bible. No one who took part in the stately ceremony will ever forget the expression on the Queen's face. An inner glow emanated from her features, and although she was tired, a new strength radiated from her. And no wonder, for she was blessed by millions, and warmth came from the people to support her as she accepted the responsibilities that were laid upon her...[there] were different nationalities, languages, religions, goals, and skills and levels of knowledge, but it was a wonder to see how people mingle together in peace and happiness. I am certain that this mixing of peoples could not be effected anywhere except in Britain. I was thankful that I was able to be part of such an event.”

Source: Wood-Ellem, E., *Queen Salote of Tonga*, Auckland University Press, 1999, p. 243

RESOURCE C2



Driving to Queen Salote's palace in Nukualofa, the Royal car containing Queen Elizabeth II passes beneath a striking ceremonial arch erected by the students of Tupou College

Source: <http://www.tongaturismo.info/rt/index-e.htm>

Using Resources C1 and C2, answer the following questions:

Assessor's use only

A3a	<p>Provide ONE piece of evidence from Resource C1 which demonstrates that Queen Salote supported continuing political links with Great Britain in 1953.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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A3b	<p>Explain what is meant by the statement that '<i>it was a religious ceremony</i>' in Resource C1.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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A3c	<p>Provide ONE piece of evidence from Resource C2 which indicates that many Tongan people supported the Royal Tour of 1954.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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A3d	<p>Assess the usefulness and/or limitation of Resource C1 and/or Resource C2 for a historian studying the views of the Tongan people towards retaining political connections with Britain in the 1950s.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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TASK 4**The Spanish Influenza Epidemic, 1918****RESOURCE D1****A modern official account of the 1918 Flu epidemic**

The 'Spanish flu' of the 1918 greatly affected some of the Pacific island countries and territories, and was claimed as the 'worst affected' worldwide where up to 25% of total population of Samoa and French Polynesia were wiped out; 16% of total population of Tonga...[was]... claimed by the [Spanish Flu].

The killer virus of the 1918 pandemic was introduced into the Pacific following the wake of the SS Talune, a regular steamship that serviced mostly the South Pacific from New Zealand that had influenza stricken individuals on board. The ship could not be quarantined because influenza was not a notifiable disease. Other countries like Solomon Is., Tuvalu, Kiribati and Vanuatu were spared because the Australian vessels that serviced them followed the strict maritime quarantine policy to both incoming and outgoing vessels.

American Samoa was totally spared secondary to the 'commendable foresight, inspired guesswork and individual initiative' of its Governor Poyer, who instituted strict border control with maritime quarantine policy.

Source: http://www.spc.int/phs/PPHSN/Outbreak/Influenza/Tonga_Pandemic_Plan.PDF

RESOURCE D2***Plea to the Spanish Lady (extract) a 1985 poem by a Samoan, Serie Barford***

*Today the Samoan Times is all news:
 death notices and a front page
 Today the editor died
 Today Teuila's screams awoke me
 as she lay between her parents
 dipping fingers in their sweat
 Her name means flower Lady
 see her tremble and wilt
 We will bury her in lavalava
 scented with frangipani
 At Papauta Girls' School desks are empty
 Colonel Logan shouts I do not care if they
 are going to die. Let them die and go to hell.*

Source: <http://creativetalanoa.com/2012/06/14/inspiration-from-author-poet-serie-barford/>

Using Resources D1 and D2, answer the following questions:

Assessor's use only

<p>A4a</p>	<p>Provide ONE piece of evidence from Resource D1 that demonstrates the weaknesses of colonial administrations over their Pacific colonies in 1918.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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<p>A4b</p>	<p>Identify ONE consequence of the Spanish Influenza on Pacific peoples as expressed in Resource D2.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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<p>A4c</p>	<p>Assess the reliability and/or usefulness of Resource D2 for a historian examining the impact the Spanish Influenza on the Samoan people.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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Section B: Writing a History Essay

OUTCOMES:

- Provide key historical ideas and supporting evidence
- Organise historical information into an essay structure

Your essay will be assessed using this Assessment Schedule

Item #	SLO Skill Band	Evidence	Student Response Level			
			Excellent	Moderate	Low	Weak
i	1	Name of imperial nation and pacific people identified and description, explanation, reasons historical events, causes, effects, impacts, etc. Description, explanation etc supported by convincing and relevant information.	Pacific people or imperial power; Description, explanation, reason etc			Superficial historical ideas
ii	1		convincing and relevant supporting information			Limited relevant evidence
iii	1		Pacific people or imperial power; Description, explanation, reason etc			Superficial historical ideas
iv	1		convincing and relevant supporting information			Limited relevant evidence
v	1		Pacific people or imperial power; Description, explanation, reason etc			Superficial historical ideas
vi	1		convincing and relevant supporting information			Limited relevant evidence
vii	1		Pacific people or imperial power; Description, explanation, reason etc			Superficial historical ideas
viii	1		convincing and relevant supporting information			Limited relevant evidence
ix	3	Evaluative assessment 1	Wide range of informed and insightful key historical ideas	Range of informed historical ideas	Some key ideas	Superficial historical ideas
x	1	Supported by wide range of convincing and relevant evidence	Convincing and relevant evidence			Limited relevant evidence
xi	3	Evaluative assessment 2	Wide range of informed and insightful key historical ideas	Range of informed historical ideas	Some key ideas	Superficial historical ideas
xii	1	Supported by wide range of convincing and relevant evidence	Convincing and relevant evidence			Limited relevant evidence
xiii	2	Organise historical information into effective essay structure	Well-structured essay		Some features missing	Limited essay structure
xiv	2	Develop and sustain a coherent argument	Well developed and sustain a coherent argument		Develops an argument	Lack arguments

Answer TWO Essay Questions.

Do NOT select two questions from the same question number.

Question 1

EITHER

B1a Explain the causes of the rapid expansion of at least TWO Imperial nations in the Pacific region in the latter part of the nineteenth century and early twentieth century. Evaluate the political and social impacts of this expansion on the lives of at least TWO Pacific peoples.

OR

B1b Describe the methods that at least TWO Imperial nations used to gain control over Pacific nations in the late nineteenth century. Evaluate and compare the political successes of these TWO Imperial nations in the Pacific region to 1914.

Question 2

EITHER

B2a Explain how the First World War affected at least ONE Imperial administration up to 1920. Evaluate the impact the conflict had on the lives of at least ONE Pacific people up to 1920.

OR

B2b Describe at least TWO challenges by Pacific peoples to Imperial control in the period 1920 to 1939. Evaluate how successful Imperial administrations were in dealing with these challenges to 1939.

Question 3

EITHER

B3a Describe the changes brought about by the Second World War on at least TWO Pacific peoples up to 1960. Evaluate the extent of economic and social change that the war brought to Imperial administrations in the Pacific region up to 1960.

OR

B3b Explain the changed political relationships that existed between Imperial administrations and Pacific peoples after the Second World War. Evaluate the impact that these political changes had on at least ONE Imperial administration in the Pacific region up to 1960.

Question 4

EITHER

B4a Describe how the process of decolonisation in the Pacific region up to 1970 was managed by the United Nations. Evaluate the success of the United Nation's policies from the perspective of at least ONE Pacific people.

OR

B4b Explain the reasons why at least TWO Pacific peoples adopted different pathways to becoming independent from Imperial administrations. Evaluate the extent to which the Pacific region was fully decolonised by the end of the 1970s.

Blank writing area with horizontal lines.

Assessor's use only

Basic	i	ii	iii	iv	v	vi	vii	viii	x	xii
Excellent										
Weak										
NR										

Proficient	xiii	xiv
Excellent		
Moderate		
Weak		
NR		

Advanced	ix	xi
Excellent		
Moderate		
Low		
Weak		
NR		
Exceed		

Put a tick in the box below the question number to indicate your choice for ESSAY TWO

Question number	B1a	B1b	B2a	B2b	B3a	B3b	B4a	B4b
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lined area for writing the essay response.

This form consists of a large rectangular frame containing 30 horizontal lines, providing space for text entry.

Assessor's use only

Basic	i	ii	iii	iv	v	vi	vii	viii	x	xii
Excellent										
Weak										
NR										

Proficient	xiii	xiv
Excellent		
Moderate		
Weak		
NR		

Advanced	ix	xi
Excellent		
Moderate		
Low		
Weak		
NR		
Exceed		