

MARKER CODE



Student Personal Identification Number

South Pacific Form Seven Certificate

HISTORY

2015

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			Weight /Time
	Basic	Proficient	Advanced	
HisA: Demonstrate historical knowledge and understanding of The Pacific 1870 – 1970s through the analysis and evaluation of evidence in historical resources	9 questions	4 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	29 Learning outcomes	8 Learning outcomes	5 Learning outcomes	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

Tonga during the Second World War

RESOURCE A

The first few months of the American occupation were a time of frantic activity combined with unprecedented economic opportunities for the Tongans. The occupation force increased the population of Tongatapu by more than half, creating an enormous demand for labour and for locally grown food. Hundreds of men were needed for unloading ships and for work around the camps, both during and after the construction. Prices and wages jumped: unskilled labour which before the war was paid about 5 shillings per day, was now paid more than that (\$US1) per hour.

Many men were willing to abandon their gardens and work for such high wages. But increased prices gave the farmers opportunities as well. The wartime export of bananas to New Zealand was reportedly killed by the heavy demand and the high prices paid by American soldiers. Souvenir making became popular, and prices rose quickly. Access to cash rose to previously unimaginable levels, but with the general shortage of consumer goods, the easy availability of money pushed prices up for all commodities, despite the government's efforts to regulate prices under the Prices of Goods Act of 1941.

America's military plans required a good deal of construction work that would have long-term value for Tonga: a new wharf (the 'Yellow Pier') was built at Nuku'alofa, 40 miles of road were improved and 60 miles of new roads built, giving tactical access to previously remote places. The continued health of the soldiers required intervention in Tonga's public health scheme: water cisterns were screened with wire gauze to make them mosquito-proof...rat and flea eradication campaigns were conducted, as was a cleanliness campaign to reduce the number of flies.

Source: *Ian C. Campbell, Island Kingdom, Tonga Ancient and Modern*, Christchurch, 2001, p. 177.

Use Resource A, to answer the following questions:

Assessor's use only

A1a	<p>Describe the historical relationship between America and Tonga, according to Resource A.</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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A1b	<p>Describe what is meant by a 'consumer goods' mentioned in Resource A.</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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A1c	<p>Identify TWO positive ideas, about the impact of American activity in Tonga during the Second World War in Resource A, and provide ONE piece of evidence used to support EACH idea.</p> <p>(i) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(ii) _____</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> <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 how the nature of American activity in Tonga during the Second World War, as described in Resource A, had a NEGATIVE impact on the lives of Tongans.</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 2

The death of John Williams

RESOURCE B



A missionary from the London Missionary Society (LMS), John Williams, had been working in the Pacific for more than 20 years when he visited the island of Erromanga (later part of Vanuatu) in 1839. The islanders had recently been cruelly treated by traders looking for sandalwood. They killed Williams and his companion James Harris. This 1841 painting shows other LMS missionaries escaping by boat in the background.

Source: <http://www.teara.govt.nz/en/artwork/27981/london-missionary-society>

Use Resource B, answer the following questions:

Assessor's use only

A2a	<p>With reference to Resource B, provide ONE reason why an historian might consider this 1841 painting an unreliable account of what took place in 1839, when John Williams was killed?</p> <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	
Proficient	Level											
Excellent												
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A2b

Explain how useful Resource B would be to an historian examining the ways in which encounters between Europeans and indigenous peoples in the Pacific region in the nineteenth century, were recorded? Provide evidence from the painting to support your answer.

Advanced	Level
Exceed	
Excellent	
Moderate	
Low	
Weak	
NR	

TASK 3**The impact of Colonial administrations****RESOURCE C1**

The British tradition of colonial government...thus showed common conditions and circumstances, but no uniformity. Fiji, as in the earlier period, remained the showcase, with its orderliness, the subsistence prosperity of the native population, the schools and health services, the land policy, and the overall impression of a cultivated landscape. The Fijians were involved in the administration in ways which changed with a succession of constitutional developments during the 1920s and 30s, and there was a strong bond of mutual respect between the administration and the Fijian chiefs. In a speech in 1938, Ratu Sukuna, the Oxford-educated, Fijian aristocrat and senior public servant, lampooned the English and the other varieties of white people, but concluded by congratulating the British on their achievement in Fiji, and finished with the words, 'To you...Fijians say – "Carry on."

Source: *Ian C. Cambell, A History of the Pacific Islands*, Christchurch, 1989, p. 175

RESOURCE C2

Tonga's King George Tupou II, seen here on his way to open the Tongan Parliament in Nuku'alofa in 1900, was the great-grandson of George Tupou I, who established the Tongan royal line in the 1840s.

Source: <http://www.teara.govt.nz/en/photograph/36874/a-sovereign-nation-1900>

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 how colonial rule was viewed by Fijian people in the early twentieth century?</p> <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			
Basic	Level											
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A3b	<p>Explain what is meant by the statement '<i>a Fijian aristocrat</i>' in Resource C1.</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			
Basic	Level											
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A3c	<p>Provide ONE piece of evidence from Resource C2 which shows the impact of colonial ideas as shown in the royal procession?</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			
Basic	Level											
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A3d	<p>Assess the usefulness and/or limitation of Resource C1 and/or Resource C2 for an historian studying the views of the Pacific peoples towards colonial administrations in the early twentieth century?</p> <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	
Proficient	Level											
Excellent												
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TASK 4**Colonisation in Samoa****RESOURCE D**

While the Samoans fought over...[many districts in Samoa]...in the 1840s and 1850s, there was a steady increase of foreign settlement around Apia bay. In the early 1830s the coastal area around Apia was sparsely settled...[gradually] Apia Bay attracted foreigners because it provided reasonable anchorage and had a relatively deserted foreshore. Furthermore Seumanutafa Pogai, the ranking chief of Apia, welcomed foreigners – from whom he collected port fees and for whom he acted as an intermediary in relation to local resources until the 1850s. By the 1840s there were also small numbers of Europeans settled in districts around Samoa, mainly engaged in trading.

During this decade American and British warships called fairly regularly at Samoa and Europeans in dispute with Samoans would call upon naval officers to settle their grievances. Local consuls were appointed to represent the growing numbers of European settlers, and these served as intermediaries between naval commanders and residents of Samoa. Having no coercive powers themselves, the consuls relied upon the warships to back up the interests of settlers, and in certain circumstances, to intervene on behalf of Samoans if the consuls perceived that they were being unfairly used by the settlers.

Source *Malama Meleisea, The Making of Modern Samoa*, University of the South Pacific, 1987, p.31.

RESOURCE D2**The opening lines of Leilani Tamu's recent poem "Paradise Pasifika"**

Our Pacific

*they entered her and scoured her
for gold and silver*

*they named us and translated us
into their own way
of seeing the world*

Source: <http://pacific.scoop.co.nz/2014/08/poet-weaves-together-a-living-memory-of-the-pacific/>

Using Resources D1 and D2, answer the following questions:

Assessor's use only

A4a	<p>Provide ONE piece of evidence from Resource D that explains why European traders were attracted to the Apia region in the 1840s.</p> <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			
Basic	Level											
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Weak												
NR												
A4b	<p>Identify ONE consequence for Samoans, of the growing European economic interest in the Apia region, as expressed in Resource D1.</p> <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			
Basic	Level											
Excellent												
Weak												
NR												
A4c	<p>Assess the reliability and/or usefulness of Resource D2 for an historian examining the impact that European colonisation during the nineteenth and twentieth centuries, had on Samoan people.</p> <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	
Proficient	Level											
Excellent												
Moderate												
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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; identifying pacific people; description; explanation; reasons historical events, causes, effects, impacts, etc. Description, explanation etc supported by convincing and relevant information.	Description, explanation, reason etc			Superficial historical ideas
ii	1		convincing and relevant supporting information			Limited relevant evidence
iii	1		Description, explanation, reason etc			Superficial historical ideas
iv	1		convincing and relevant supporting information			Limited relevant evidence
v	1		Description, explanation, reason etc			Superficial historical ideas
vi	1		convincing and relevant supporting information			Limited relevant evidence
vii	1		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

- (a) Explain the reasons why at least TWO Imperial nations sought to gain control over the Pacific region in the later part of the nineteenth century and early twentieth century. Evaluate how successful at least ONE Imperial nation were in achieving these aims by 1914.

OR

- (b) Describe the methods that TWO Imperial nations used to gain control over Pacific nations in the late nineteenth century. Evaluate the political and social impacts on the lives of least ONE Pacific people.

Question 2

EITHER

- (a) Describe how First World War affected the lives of at least ONE Pacific people up to 1920. Evaluate the impact the conflict had on at least ONE Imperial administration up to 1920.

OR

- (b) Explain how at least ONE Pacific people challenged Imperial administrations in the period 1920 to 1939. Evaluate the significance of the challenge for at least ONE Imperial administration up to 1939.

Question 3

EITHER

- (a) Describe the impact of the Second World War on Imperial administrations in the Pacific region to 1960. Evaluate the extent of economic and social change that the war brought to the lives of at least ONE Pacific people up to 1960.

OR

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

Question 4

EITHER

- (a) Explain how the process of decolonisation in the Pacific region up to 1970 was managed by the United Nations. Evaluate how successful United Nations' decolonisation policies were in terms of improving the lives of at least ONE Pacific people up to 1970.

OR

- (b) Describe the reasons why Pacific peoples followed different pathways to becoming independent from Imperial administrations. Evaluate the success of these differing pathways in achieving independence for at least ONE Pacific people to the end of the 1970s.

ANSWERS TO SECTION B ESSAY 1

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

Question number	1a	1b	2a	2b	3a	3b	4a	4b
	<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 writing area for student answers.

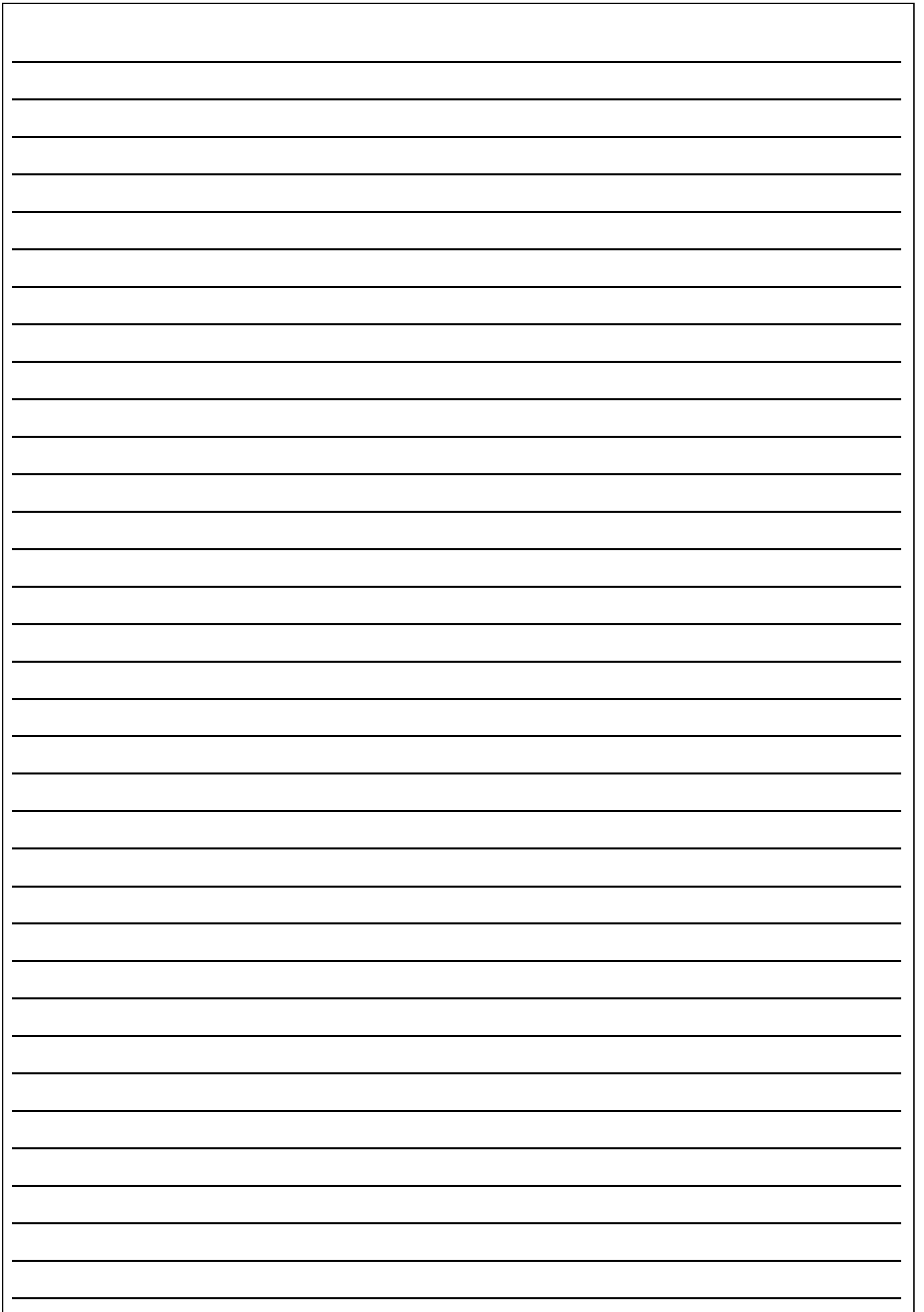
A large rectangular area containing 28 horizontal lines, intended for writing or drawing.

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		



The image shows a large rectangular area with horizontal lines, resembling a writing template or a form. The lines are evenly spaced and extend across the width of the page. The entire area is enclosed within a thin black border.

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		