



Pacific
Community
Communauté
du Pacifique



EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME



Assessment Schedule 2017

**South Pacific
Form Seven
Certificate**

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Section A: Major Learning Outcome (Achievement Standard)

Demonstrate historical knowledge and understanding of the Pacific 1870-1970s through analysis and evaluation of evidence in historical resources.

TASK 1

Item #	SLO Skill Band	Evidence	Student Response Level				Weak
			Extended Abstract	Relational	Multistructural	Unistructural	
1.1a	2	New Caledonia was a colony of France. It became a penal colony for France when free settlers did not arrive. Harsh military rule led to tension between the Kanaks and the French. French destroyed the independence of the Kanaks through direct rule. White settlers increased in numbers on the island with the discovery of nickel.			Description is correct. An Example is relevant but not necessary	Incorrect explanation	Irrelevant explanation
1.1b	1	Chiefs became obliged to become instruments of the French. Stripped off their ranks and titles and exiled. Tribes were dissolved and moved off their ancestral lands.				Correct Identification of impact (s)	Irrelevant explanation
1.1c	1	Indigenous play no part in the colonial government and their interests are discarded. Land became alienated and people became subject to exploitation.				Correct explanation provided	Irrelevant explanation

TASK 2

Item #	SLO Skill Band	Evidence	Student Response Level				Weak
			Extended Abstract	Relational	Multistructural	Unistructural	
2.1a	1	Martyre/martyred – a person who is killed because of what he/she believes in. A person who is killed for doing good.				Definition is correct.	Irrelevant definition
2.1b	1	A missionary/white man being attacked by a group of indigenous/native men				Correct description	Irrelevant explanation
2.1c	1	The fear of missionaries/white men/foreigners. The dislike/hatred of missionaries/white men/foreigners.				Correct explanation	Irrelevant explanation
2.1d	3	<ul style="list-style-type: none"> The image would be useful for an historian studying the Ways in which encounters between Pacific peoples and Europeans were recorded/the importance of events to Europeans. The image could provide evidence to how European imagery of cultural interactions often Indulged in stereotypical depiction of islanders. <p>(E) Evidence could include the manner in which Pacific Islanders were depicted: violent/semi naked/savage/ driving missionaries into the water. (E) missionaries were shown: fully clothed/vulnerable/ outnumbered.</p>		Both (I) and (E) are correct	Only (I) is correct with weak evidence	Weak Explanation of both (I) and (E)	Irrelevant explanation

2.1e	2	<ul style="list-style-type: none"> a. The advent of missionaries to the Pacific islands. b. The arrival or coming of missionaries to Islands that was met with fear/resistance/violence. 			Correct description of the relationship	Weak description of relationship	Irrelevant explanation
2.1f		Islands were not receptive/welcoming of Missionaries/foreigners/white men. They were hostile and used aggressive/violent methods against missionaries/foreigners/white men.			Correct explanation	Weak explanation	Irrelevant explanation

TASK 3

Item #	SLO Skill Band	Evidence	Student Response Level				Weak
			Extended Abstract	Relational	Multistructural	Unistructural	
3.1a	1	America or Japan				Correct identification	Irrelevant identification
3.1b	1	Island men were involved in the war fought for imperial powers. Islanders were forced to work long hours.				Correct evidence from resource	Irrelevant evidence
3.1c	1	<ul style="list-style-type: none"> a. Pregnancy b. Family obligations c. Elite status 				Correct reason cited	Irrelevant reason cited

3.1d	3	<p>Women now faced new types of labor under Japanese control compared to their daily i Island way of life.</p> <p>They now had new responsibilities in contract labor, public work groups, military construction, factory production and agriculture.</p>		Both explanation and example are correct.	Correct explanation without an example	Incorrect explanation but correct example provided	Irrelevant explanation and example.
3.1e	2	<p>In the Pacific war, Australia fought on the side of the Allies against the Japanese inn New Guinea.</p> <p>Island men were used by the Australian army as guides and helpers to assist them in searching for the enemy in New Guinea.</p>			Correct explanation of historical relationship	Correct explanation of only one party	Irrelevant explanation
3.1f	2	<p>Fuzzy Wuzzy : This was the name given because of the hair-style and type of Melanesian/New Guinea men.</p> <p>Angel : The New Guinea men were regarded as Angels because they helped with the wounded and dying Australian soldiers during the war.</p>			Correct explanation of the name	Correct Explanation of either 'fuzzy wuzzy' or 'angel' only	Irrelevant explanation

TASK 4

Item #	SLO Skill Band	Evidence	Student Response Level				Weak
			Extended Abstract	Relational	Multistructural	Unistructural	
4.1a	1	They believed that the condominium government was not working in the interests of the islanders/New Hebrideans/indigenous people and they were a threat to their culture.				Correct citation/ explanation	Irrelevant explanation
4.1b	1	Britain or France				Correct identification	Irrelevant identification
4.1c	2	<p>a. They sent a fact-finding mission to Tokelau and brought universal support for Tokelau to remain a dependency of New Zealand.</p> <p>b. It was the United Nation’s insistence That NZ met its obligations to the UN and abide by the wishes of the people of Tokelau.</p>			Correct citations/ explanations of either (a) or (b) on the role	Weak explanation of the role	Irrelevant explanation
4.1d	1	<p>a. Tokelauans feared that the growing population was putting pressure on the extremely limited resources of the territory.</p> <p>b. They wanted continued assistance of NZ for development of their island: health, education, aid etc</p>				Correct citation/ explanation	Irrelevant explanation

Part B : Major Learning Outcome (Achievement Standard) – 2017

Demonstrate historical knowledge and understanding of the Pacific 1870 – 1970s through a written essay

POSSIBLE IDEAS AND EVIDENCE STUDENTS MAY PROVIDE TO ANSWER THE ESSAY QUESTIONS:

EITHER : Question 1.2a

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 was in achieving these aims by 1914.

For the first part of the question an explanation needs to be provided outlining the reasons why at least TWO Imperial nations sought to gain control of territories in the Pacific region.

Content may include:

- Definition of Imperialism and identifying the imperial powers related to the question.

Reasons for British expansion into the Pacific could include:

- Political reasons – appeals from Australia and New Zealand
- Strategic reasons – fears of other nations’ motives, i.e. French and German actions
- Case studies could include : Fiji, Tonga and other Pacific islands of study.

Reasons for German expansion into the Pacific could include:

- Political reasons –the political influence of large trading houses, i.e. Deutsch Handels and Plantagen Gessellschaft (DHPG) in Samoa
- Economic reasons – desire for the procurement of cheap labour; capitalist and commercial interests; access to minerals, trade opportunities
- Strategic reasons –rivalry with Britain
- Case studies could include: New Guinea, Western Samoa and Nauru.

Reasons for French expansion into the Pacific could include:

- Economic reasons – desire for access to minerals, i.e. in New Caledonia and Makatea Atoll
- Strategic reasons – rivalry with Britain and France
- Case studies could include: New Caledonia and French Polynesia.

Reasons for United States expansion into the Pacific could include:

- Economic reasons – desire for markets and resources, i.e. Dole company in Philippines.

- Strategic reasons - naval interests in Hawaii and Samoa
- Case studies could include ; Guam, Philippines and Hawaii.

For the second part of the question an evaluative assessment needs to be provided of the successes of at least TWO Imperial nations in achieving their aims to 1914.

Content may include:

- By 1914 – Imperial powers had generally been successful in establishing both direct and indirect administrations in the Pacific region.
- An effective answer to this question will need to consider how successfully each of the Imperial nations was able to establish control (or influence) over the chosen area in terms of political, economic and social control.

Case studies will most likely consider:

- British control over Fiji and Tonga
- German control over New Guinea, Eastern Samoa
- French control over New Caledonia
- American control over Guam, Philippines and Hawaii.

It is expected that more effective responses to the question will consider and offer comparisons between TWO Imperial nations. Candidates will need to contrast the experiences of at least TWO Imperial nations to reach the highest mark band.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies provided as evidence in an answer by a candidate.

Part B : Major Learning Outcome (Achievement Standard) – 2017

OR : Question 1.2b

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

For the first part of the question a description needs to be provided outlining the methods used by at least TWO Imperial nations to gain control of territories in the Pacific region.

Content may include:

Definition of Imperialism and identifying the imperial powers related to the question.

The methods of Imperial expansion into the Pacific region

Britain:

- Methods used to extend control (and influence) varied, i.e. Fiji was annexed (1874); treaties were signed with Samoa (1870s); Tuvalu and Kiribati acquired in 1882; Tokelau acquired as protectorate (1899) and Tonga also acquired as a protectorate (1900).

France:

- Methods used to extend French control (and influence) varied, i.e. French acquisitions of Tahiti, Marquesas in 1880s.

Germany:

- Methods used to extend German control (and influence) varied, i.e. acquisition of Marshall Islands, German Samoa, North East Papua and Nauru.

USA:

- Methods used to extend United States control (and influence) varied; i.e. Hawaii acquired in 1898; Eastern Samoa acquired in 1899.

For the second part of the question an evaluative assessment needs to be provided of the political and social impact of Imperial activity on at least ONE Pacific people to the early twentieth century.

Content may include:

Social impacts:

De-population:

- During the era of the labor trade, chicken-pox, whooping cough, measles, influenza, tuberculosis and leprosy, decimated many islands in the Solomon Islands group and the New Hebrides.
- Some islands were driven close to extinction. Reference could be made to the fact that New Caledonia sustained a population of at least 100,000. By 1900 only 34,218 Kanaks had survived. Almost all Polynesian populations dropped by at least half, by the turn of the century.

Health :

- This led colonial governments to build revenues and evolved beyond the supervision of the village – based societies to take responsibility for the health and education of the indigenous. In both areas, missionaries who continued to provide services under government supervision, preceded them.
- To avert islander extinction, health became the priority of colonial administration. Small hospitals sprang up for white patients, tended by white nurses and visited by the doctor.
- Lock hospitals incarcerated islanders afflicted with venereal diseases. Laborers were inspected before and after the indenture. However, medical services failed to arrest depopulation from introduced infections and from the expansion of malaria.
- The commonest treatment was purging, using in many circumstances including the widespread colonial disease of malingering, and in cases of dysentery, where it was almost certainly counterproductive.

Education:

- The varying degrees of commitment by colonial powers to their Pacific possessions were mirrored in colonial education. European settlers were inclined to see education as a waste of money, if not politically dangerous.
- Most schools in Fiji were racially segregated but the Marist Brothers' St Felix School in Suva, as an example, took students regardless of background and ethnicity.
- In general, schools in the colonial Pacific were modeled on the schools in metropolitan countries and attempted to inculcate a colonial version of national patriotism.
- In the British areas, missions sometimes with small government subsidies, ran Dutch, French and Australian and New Zealand possessions schools. Typically colonial administrations made token efforts in the direction of state schooling and left the bulk of the task to the missionaries. Schools encompassed a wide range of institutions – boarding institutions.
- Life in the best mission boarding schools had the discipline of the monastery- morning and evening services, working in the gardens – the most remarkable was at Kwato Island (eastern Papua) where Protestant missionary Charles Abel removed Papuan children from paganism and taught them Christianity in a distinctively British way.

Positive social impacts:

- Welfare benefits such as health and education were introduced.
- Some benefitted from suppression of traditions such as head-hunting, cannibalism, widow strangling and sorcery. Some elites found their positions in their own societies were strengthened by collaboration with foreign powers. Some found new wealth, status and influence.

Political impacts:

- Political changes: large numbers benefitted from the end of native wars and decay of tradition that had been responsible for so much of mistreatment, misgovernment and tyranny. Many thousands benefitted from the restraint imposed on traders, employers and labor recruiters from foreign governments. Examples include Tonga and Samoa.

Pacific islanders under colonial rule continued trying to influence colonial superiors. Politics was abolished: they were transformed. Power was in new hands and was exercised in different ways, ranging from the extremes of exploitation to benevolent paternalism. Colonial policy was a continuation of pre-colonial policy: the objectives that had been pursued before annexation did not suddenly disappear, so colonial administration reflects the circumstances and intentions manifest in preceding events.

France acquired part of her empire with indifference and governed in the same way; Germany was concerned with exploiting and developing resources, got on with the job expeditiously; Britain, having lacked a positive policy previously, continued to be guided by ad hoc principles; the United States of America regarded its possessions as strategic outposts and left policy to be decided by a succession of short term administrators.

There was a strong tradition among British trusteeship; and other Imperial powers had a tradition of assimilation islanders to the colonizers cultures. Before the World War 1, the highest priority was to establish peace, security and promote economic development.

By 1906 'assimilation' as a colonial policy fell into disrepute and a new idea called 'association' evolved, which was more like the British idea that native life and culture had validity of their own and should be allowed to transform slowly.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies as evidence in an answer by a candidate.

EITHER: Question 4.1a

Explain how the process of decolonization in the Pacific region up to 1970 was fostered by the United Nations. Evaluate how successful the United Nations decolonization policies were in terms of improving the lives of at least ONE Pacific peoples up to 1970.

For the first part of the question a description of how the decolonization process was managed by the United Nations.

Content may include:

Definition of decolonization.

The United Nations played a significant role in the process of decolonization in some areas of the Pacific region.

Samoa:

- In 1952 a timetable for the transition to independence was adopted. The constitution was modified every few years to transfer responsibility progressively with Samoans being increasingly incorporated into public service as more of them gained higher education qualifications.
- In 1959 –the New Zealand officials in the United Nations pushed for full independence status. The price of these significant concessions to Fa’a Samoa was a United Nations requirement for an explicit act of self-determination based on universal suffrage, to gauge people’s views on independence and the constitution. A draft constitution was produced by a new working committee and provided for an unqualified independence.
- In May 1961 – 83% of votes in a plebiscite supported the new constitution and 79% agreed that Western Samoa should proceed to independence on this basis. The General Assembly took note of the freely expressed will and desire of the people and unanimously agreed to the termination of the Trusteeship in 1961.
- Western Samoa achieved independence on 1st Jan 1962 and its leaders signed the Treaty of Friendship with New Zealand 7 months later.

Nauru:

- In 1965, Nauruans began to actively pursue the rehabilitation of the worked out land policy so their island would be capable of supporting an expanding population. The Trusteeship agreement provides some firm structure for the decolonization of Nauru to proceed.
- In 1967 – Australia, New Zealand and Britain, indicated that they might be prepared to concede independence if Australia retained control of foreign affairs and defense. With private encouragement from New Zealand, the Nauru delegation pushed its demand for unqualified independence. The various United Nations committees and visiting missions offered strong support for Nauruan aspiration. Nauru delegation strongly demanded independence and this was finally conceded in October 1967 and approved by the Trusteeship Council in November 1967.
- After some rapid work by expatriate advisers like Professor Davidson, a provisional constitution was adopted on January 1968 with a final version in May 1968. Nauru became an independent Republic in 1968 with all its demands been met except the one concerning rehabilitation of the worked out land.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies as evidence in an answer by a candidate

For the second part of the question an evaluative assessment is made of the degree of success of United Nations decolonization policies in improving the lives of at least ONE Pacific people.

Content may include:

- The United Nations played an important role in the process of decolonization in the Pacific region as UN Resolution 1514 (XV) was an important factor in encouraging decolonization in the Pacific region.
- The anti-colonial mood of the United Nations fostered by the Union of the Soviet Union Socialist Republics and the United States and decolonization was the issue that these two power blocs struggled for support of the UN.
- By 1960 – this sentiment was strong enough to bring about the formation of the United Nations Committee on Colonialism (known as the ‘Committee of Twenty Four’) and declared that a lack of economic and social preparedness was no longer a barrier to independence.
- The UN General Assembly adopted the Resolution 1514 (XV) which contains the declaration on the granting of independence to colonial countries and peoples. The assumption was that all colonized people were groaning under the yokes of tyranny and exploitation.
- Among other things, the Resolution codified self-determination as an international value and a right to be enjoyed by all entities and peoples.
- Although that Resolution may have done nothing other than hasten a process that was increasingly becoming inevitable, it formally removed certain conventional criteria previously thought to militate against separate independence by the small territories.
- Implicitly, the Resolution recognized that smallness should not necessary constitute an obstacle to the expressed wishes of the colonized peoples of self-determination.
- However the United Nations was not always the key player in promoting the process of decolonization. The following case studies could be used to support such a view:
 - Tonga gaining independence in 1970 – some detail needs to be provided as to how the people of Tonga were affected by the process of decolonisation/independence.
 - New Guinean experience –some detail needs to be provided as to how the people of New Guinea were affected by the process of decolonization/independence.
 - The Solomon experience – some detail needs to be provided as to how the people of the Solomon Islands were affected by the process of decolonization/independence.
 - The Tokelauan experience – some detail needs to be provided as to how the people of Tokelau were affected by the process of decolonization/independence.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies as evidence in an answer by a candidate

OR: Question 4.2b

**Explain the reasons why Pacific people followed different pathways to independence.
Evaluate the success of these differing pathways in achieving independence for at least ONE Pacific people to the end of the 1970s.**

For the first part of the question a description is provided outlining the reasons why Pacific peoples followed different pathways to independence from Imperial administrations.

Content may include:

Fiji

- Fiji followed a pathway to independence which progressed slowly but peacefully due to competing political demands and aspirations of the three main communities (Fijians, Indians and Europeans). Britain ensured that Fijians still in control over their own government by giving additional power to the Great Council of Chiefs and with Fijian land rights being entrenched in the constitution.
- In 1943 – debates on the constitution was rejected by chiefs in 1949. This led to the modest reforms and gradual transfer of power by the Governor in 1960 as well as proposal of a two stage reform.
- In 1963 – Indians formed their own political party and needed their rights to be recognized as their numbers had outnumbered the Fijians. Three years later in 1966 – the Alliance Party was formed. This party was a combination of Fijians, Indians and Europeans. Independence was granted in 1970.

Papua New Guinea:

- Papua followed a road that was not peaceful, yet progressive. They lacked the capital and skilled personnel and the nation needed to be reconstructed before granting of independence. Australia assisted them by bearing expenses which was sixty times more after the war than before.
- Paul Hasluck, Minister for Territories, pressed relentlessly in cabinet for more resources. His guiding principles were uniform development and native participation that he regarded the period of preparation for independence as a long one, requiring a decade of work.
 - 1940s – Hasluck started with his reconstruction work.
 - 1951 – first Melanesian members joined the Legislative council
 - 1961- increased number of Melanesians in the council.
 - 1962 – selected committee on constitutional development was formed.
 - 1965 – five year economic development plan.
 - 1966 – University of Papua was opened.
 - 1967 – Political parties were formed, popular one was the Pangu Pati under Michael Somare (opposition party to government.)
 - 1968 – Pangu Pati successful in the election.
 - 1972 – Somare could not win a majority and had to negotiate a coalition with other nationalist groups.
 - 1975 – independence.

Solomon Islands:

- The Solomon Islands lacked economic and political development that Australia wanted to ensure that the island was well developed and for more of the islanders to be involved in these processes of development before granting independence. Reconstruction started in the 1940s.
- 1947 – local government councils grew rapidly in numbers.
- 1950 – first Solomon islanders were appointed to the commissioner’s Advisory Council.
- 1960 – first Legislative council was inaugurated
- 1974 – decision in London for protectorates to gain independence.
- 1976 – internal self- government.
- 1978 – independence.

Samoa:

- Nature of Imperial rule in Samoa was too harsh that the Samoans strongly demanded for full independence as they no longer wanted to be colonized by New Zealand.
- 1946 – they sent a partition to the United Nations opposing the Trusteeship system
- 1950s – timetable for the transition to independence was adopted and constitution was modified every few years. A draft constitution was finally produced and it provided for unqualified independence.
- 1962 – independence.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies as evidence in an answer by a candidate

For the second half of the question an evaluative assessment is made of the degree of success of the differing pathways followed by Pacific peoples in achieving independence to the end of the 1970s.

Content may include:

- Many pathways to independence were successful in the Pacific region to the end of the 1970s.
- Many Pacific peoples eagerly sought full independence: Samoa and Fiji.
- However, other Pacific peoples chose to retain close links with Imperial powers.
- This was due to the status of Free Association as one of the three alternative outcomes of decolonization proposed by the United Nations General Assembly in 1960.
- Some islands were not ready for independence or did not want to be independent.
- Reference should be made to some New Zealand territories:
 - Cook Islands
 - Niue
 - Tokelau
- Reference should be made to French territories which were still under control of France as France argued that her territories are already in a kind of free association with her.

NOTE: The content indications above are by no means prescriptive and markers need to reward any accurate and relevant examples or case studies as evidence in an answer by a candidate