



Pacific  
Community  
Communauté  
du Pacifique



**EDUCATIONAL QUALITY AND  
ASSESSMENT PROGRAMME**

No. 107/2

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***Scoring  
Schedule  
2018***

**South Pacific  
Form Seven  
Certificate**

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Q #	LO #	Skill Level	Evidence	Student Response Level			
STRAND 1			Imperialism in the Pacific, 1870 - 1914	1	2	3	4
1.1a	His 1.1.2.1	2	Imperialist nations were able to control resources of their colonies and had the opportunity to utilise resources for trade.	State one economic benefit	Describe the economic benefit. Two or more correct ideas are provided.		
1.1b	His 1.1.2.7	2	Signing agreements was vital as most countries were interested in islands of the Pacific so it was wise for imperialist powers to sign agreements so that other countries recognised presence of other powers and avoid conflicts of interest/Signing agreement would avoid conflict over territories	State an advantage of signing agreements.	Two or more appropriate ideas are presented about the advantage of signing agreements.		
1.1c	His 1.1.1.6	1	Given the opportunity to preserve their tradition since controlled by Britain that took no action to make changes to the culture of the natives.	State a cultural impact			
1.2a	His 1.1.1.1	1	Policy of extending a country's power and influence through colonisation, use of military force or other means/ A situation in which one country has a lot of power or influence over others, especially in political and economic matters.	Define imperialism. A clear idea is sufficient; disregard grammar and spelling errors if they do not interfere with the idea(This point is applicable to all levels and all items)			

	His 1.1.1.3	1	France/Britain/Germany/USA	Name one imperial power in the Pacific .One idea is sufficient for level 1, even though the item required the naming of two imperial powers. In scoring, one appropriate idea is sufficient for level one.			
	His 1.1.1.3	1	Introduction of a new tradition into the country/Local people are given the opportunity to learn new languages, development of education, improved health services/upgrading living standards/Loss of culture	Identify a social impact.			
	His 1.1.1.3	1	Enabled local people to understand the value of their natural resources/Locals were involved in trade and accessed new material through trade/European traders benefited a lot from trade/Imperial powers set up economic systems which generate income for the colonies/Created employment opportunities for the locals	Identify an economic impact			
	His 1.1.2.1	2	Imperialist powers explored and colonised island countries in the Pacific to control raw materials to trade with trading partners and generate income/imperial powers planned to colonise Pacific island colonies due to strategic locations to help them in defending their Pacific territories and the use of ports for stopover of trading ships/Imperial powers colonised island countries in the Pacific to control more subject people which brought	Only one way and perspective stated with little detail.	Two or more ways stated and described covering both perspectives.T w discrete ideas is minimum for level 2.In the		

			along power and prestige.		context of this item, the two ideas can be two events or two description of one event; as long as there are two relevant ideas in the response.		
	His 1.1.2.9	2	France annexed New Caledonia which was rich in Nickel and fetched a good price in the world market/USA annexed Hawaii to be used as a stopover in the Pacific and also to defend Pacific territories/Britain and her allies used Fiji as military base during World War 2 to attack their enemies. Some Fijian soldiers were recruited to fight for Britain and her allies.	Only one statement or event stated.	A least two events or statements or both are listed and described. Two or more appropriate ideas are presented; whether events and descriptions, or events or descriptions.		
	His 1.1.2.3	2	Imperialist powers were able to change the political systems of their colonies which saw the introduction of a new political and/or government system which changed peoples' roles and responsibilities/Imperialist powers introduced new economic systems in the Pacific which led to the exploitation of natural resources for trade/The new political and economic systems led to the social changes in the Pacific which caused cultural changes.	Only one impact stated	Two or more appropriate ideas as descriptions of imperial powers are evident.		

	His 1.1.3.2	3	Depends on the argument	One relevant idea is evident. It may be definition-does not have to be a full argument.	Two or more appropriate ideas are evident, without linkage of ideas.	One argument evident with appropriate linkage of ideas (An argument is a level 3 type of thinking)	
	His 1.1.3.4	3	Imperialist powers were able to change the political systems of their colonies which saw the introduction of a new political and/or government system which changed peoples' roles and responsibilities/Imperialist powers introduced new economic systems in the Pacific which led to the exploitation of natural resources for trade/The new political and economic systems led to the social changes in the Pacific which caused cultural changes.	One impact or one event related to imperialism is stated.	More than two impacts are stated	More than two impacts are stated and each one is linked directly to events that caused them (Good/clear linking between an event and its impact is sufficient for level 3. Evidence of relational thinking is what is required, not the quantity)	
	His 1.1.4.6	4	Imperialist powers were able to change the political systems of their colonies which saw the introduction of a new political and/or government system which changed peoples' roles and responsibilities. Subject people were able to benefit from new governments systems as they were efficient and effective/Imperialist powers introduced new economic systems in the Pacific which led to	One impact of imperialism is stated.	More than one impact of imperialism is stated	More than one impact of imperialism is stated and evaluated as either positive or negative.	An impact is evaluated as either positive or negative and justification for the evaluation is provided.

			the exploitation of natural resources for trade. Local people learned new ideas through the new economic system and enabled them to find opportunities for investment and generating income/The new political and economic systems led to the social changes in the Pacific which caused cultural changes				
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STRAND 2			Changes in the Balance of Power in the inter-war period, 1914 - 1945				
2.1a	2.1.1.1	1	Samoans' involvement in the Mau Movement/Samoans involvement in protest	State one way in which Samoa opposed colonial rule			
2.1b	2.1.1.3	1	Some natives were arrested and prosecuted/Some were killed during the conflict with the New Zealand administration/Some were taken on exile to New Zealand.	Identify a consequence of opposing the colonial administration on the natives.			
2.1c	2.1.1.2	1	Germany which was a member of the opposing alliance was not able to defend her colony and New Zealand was a settler colony of Britain and an ally of Britain/ to release Samoa from German influence/ defeated countries colonies were placed under the League of Nations mandate/ great and urgent imperial service	State a reason for Britain's urging New Zealand to seize German Samoa.			
2.1d	2.1.2.1	3	Samoa was once colonised by Germany and later invaded by New Zealand in 1914 during World War One. Germany was not able to defend her colony and was taken over by Samoa. New Zealand set up administration after the rivalry with Germany and administered Western Samoa until independence was granted in 1962.	State a reason for the change in balance of power	Lists two or more relevant ideas without showing the link.	Explain why the balance of power changed in Samoa from 1914 to 1945.The reason/s for the shift in the balance of power is clearly articulated.	
2.1e	2.1.2.3	2	Organised formal resistance against the imperial administration due to disagreements on ways administrators ran the colony/Natives also prepared petitions to	State a way in which natives expressed their growing dissatisfaction	Two or more relevant ideas are presented in the description.		

			voice their concerns on ways the administrators governed the colony/ the formation of the Mau Movement as an organisation that represented the Samoans to the colonial administration	towards the imperialists' administration.			
2.1f	2.1.3.2	2	The law-making power was held by the administrators and worked with local Europeans given a small minority of seats. Most decisions were made by the colonial administrators/ The Samoa Act established the British colonial model as the basis for civil administration. New Zealand's Governor-General appointed an Administrator to hold executive power.	State a way the imperialist administration enforced their dominance.	Describe a way the imperialist administration enforced their dominance.		
<b>STRAND 3</b>			<b>Impact of World War 2 in the Pacific, 1945 to early 1960s</b>				
3.1a	3.1.1.1	1	The impacts of the World War 2 battles that happened in the Solomon Islands.	State the cause of destruction to commercial plantations.			
3.1b	3.1.1.2	1	The destructions caused encouraged officials to think in terms of a new economy based on a native peasantry controlling their own lands and producing for a market.	State a solution that the officials thought of to solve the problems related to destruction of commercial plantations.			
3.1c	3.1.1.5	1	Tulagi, the centre of government in Solomon Islands, had been totally destroyed.	State a reason why there was a need to build a new capital.			
3.1d	3.1.2.2	3	This would require investment: the Melanesians needed training in agriculture and technical matters, and in	State with an example how the Solomon Islands	Describe without an example	Explain with an example on how the Solomon Islands could	

			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,	could recover from the destructions.		recover from the destructions.	
3.1e	3.1.2.5	2	The United States of America was controlling the Bikini atoll which was part of Marshall Islands controlled by USA / the Marshall Islands was given to the USA as part of UN Trusteeship Territories	State how the United States was given the authority to test its nuclear weapon at the Bikini atoll.	Describe how the United States was given the authority to test its nuclear weapon at the Bikini Atoll.		
3.1f	3.1.3.1	2	The imperial administration assisted the natives in terms of developing infrastructures and improving livelihood/ The destructions caused by the nuclear testing on Bikini atoll stripped animals and vegetation from the surrounding islands and flashed birds to cinder in mid-air. Fish were skinned alive.	State how the natives of Marshall Islands view on the existence of the United States imperial administration.	Describe how the natives of Marshall Islands view on the existence of the United States imperial administration.		
<b>STRAND 4</b>			<b>Decolonisation in the Pacific, 1960s – 1970s</b>				
4.1a	4.1.1.1	1	Tuvalu was working towards achieving independence and to be separated from Kiribati.	State the meaning of decolonization for Tuvalu as mentioned in the resource.			
4.1b	4.1.1.2	1	Tuvalu became an Independent Constitutional Monarchy/Constitutional Monarchy (as the word independence is part of the question)	State the form of government Tuvalu adopted while achieving independence.			
4.1c	4.1.2.5	2	Walter Lini's party won the election by 62% of the votes and formed government with Lini, the leader, as the Chief Minister.	State how Walter Lini was appointed as the Chief Minister.	Describe how Walter Lini was appointed as the Chief		

					Minister.		
4.1d	4.1.1.4	1	Condominium	State the term used for Vanuatu being colonized by two colonial powers, Britain and France.			

4.2a	4.1.1.1	1	The act of getting rid of colonisation, or freeing a country from being dependent on another country.	Correct definition of decolonisation			
	4.1.1.2	1	The need for self-rule	Historical ideas correctly identified.			
	4.1.1.3	1	Reasons for the move towards self-rule	Reasons for historical decisions correctly identified			
	4.1.1.8	1	Decisions brought people together	Benefits for historical decisions correctly identified.			
	4.1.2.1	2	Leaders roles in the decolonisation process	Only one role stated with little detail.	More than one role stated including how they support decolonization.		
	4.1.2.4	2	Leaders involved in negotiations, arrangements and protests.	Only one statement or event stated with little detail.	At least two events or statements are described		
	4.1.2.3	2	Incidences that involved local leaders and colonial administrators	Only one experience stated with little detail.	At least two experiences are listed and described.		

4.1.3.1	3	Local leaders gained confidence in running government and started to raise their concerns regarding ways colonial administrations handled important political, economic and social issues.	Only one reason is stated.	More than one reason is stated.	More than one reason is stated and is linked directly to the move to independence.	
4.1.3.2	3	Involvement of local leaders and strategies they adopted to persuade colonial administrators to grant them self-rule.	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country.	Extent of independence are described for more than one country and these are related to the decolonisation movement	
4.1.4.8	4	<p><b>Positive impacts:</b></p> <p>Provided opportunities for local people to be exposed to political, economic and social advancements that came with imperialism. Those experiences helped them to understand the foreign systems and gave them confidence to play their roles in the fight for self-rule. Once given the opportunity to rule, they performed to the expectations of their followers.</p> <p><b>Negative impacts:</b></p> <p>Some local people were not given the opportunity to raise their views on the administration of their countries. There were traditional systems that were affected by the new systems of governance. Some lost the rights over their resources and foreigners benefited from the utilisation of their resources.</p>	One impact of decolonisation is stated.	More than one impact of decolonisation is stated	More than one impact of decolonisation are stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative and justification for the evaluation is provided.

4.2b	4.1.1.1	1	The act of getting rid of colonisation, or freeing a country from being dependent on another country.	Correct definition of decolonisation			
	4.1.1.2	1	The need for self-rule	Historical ideas correctly identified.			
	4.1.1.3	1	Reasons for the move towards self-rule	Reasons for historical decisions correctly identified			
	4.1.1.8	1	Decisions brought people together	Benefits for historical decisions correctly identified.			
	4.1.2.1	2	United nations roles in the decolonisation process	Only one role stated with little detail.	More than one role stated including how they support decolonization.		
	4.1.2.4	2	United Nations involvement in negotiations and arrangements.	Only one statement or event stated with little detail.	A least two events or statements are described		
	4.1.2.3	2	Incidences that involved United Nations and colonial administrators	Only one experience stated with little detail.	At least two experiences are listed and described.		
	4.1.3.1	3	Local leaders gained confidence in running	Only one reason is	More than one	More than one	

		government and started to raise their concerns regarding ways colonial administrations handled important political, economic and social issues.	stated.	reason is stated.	reason is stated and is linked directly to the move to independence.	
4.1.3.2	3	Involvement of local leaders and strategies they adopted to persuade colonial administrators to grant them self-rule.	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country.	Extent of independence are described for more than one country and these are related to the decolonisation movement	
4.1.4.8	4	<p><b>Positive impacts:</b></p> <p>Provided opportunities for local people to be exposed to political, economic and social advancements that came with imperialism. Those experiences helped them to understand the foreign systems and gave them confidence to play their roles in the fight for self-rule. Once given the opportunity to rule, they performed to the expectations of their followers.</p> <p><b>Negative impacts:</b></p> <p>Some local people were not given the opportunity to raise their views on the administration of their countries. There were traditional systems that were affected by the new systems of governance. Some lost the rights over their resources and foreigners benefited from the utilisation of their resources.</p>	One impact of decolonisation is stated.	More than one impact of decolonisation is stated	More than one impact of decolonisation are stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative and justification for the evaluation is provided.