



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



***Scoring
Schedule
2019***

**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 looking for resources to be utilised for their development back in their countries. Phosphate had high demand at the time because it was needed in agriculture, a thriving industry at the time/Income generated from the activity enabled the imperial powers to fund colonial administration/destined to control economic activities in the form of monopoly to gain economic return/Development of empire | State one factor | Describe the factor using two or more appropriate ideas | | |
| 1.1b | His 1.1.2.9 | 2 | Removal of vegetation would lead to landslides and the washing away of nutrients from the topsoil which is the source of fertility for the top soil/Materials and chemicals from the top soil can be washed down and pollute nearby water sources and the sea/Decreased land fertility negatively affected Agriculture. | State an environmental impact. | Describe an environmental impact using two or more appropriate ideas | | |
| 1.1c | His 1.1.1.9 | 1 | Local people received money as land compensation or lease/Local people benefitted through their work as labourers in the phosphate mines/Learnt new skills/Gathered knowledge on the utilisation of natural resources. | State a way | | | |
| 1.2ai | 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 | | | |

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| 1.2 aii | His 1.1.1.3 | 1 | France/Britain/Germany/USA | Name an imperial power in the Pacific | | | |
| 1.2 aiii | His 1.1.1.4 | 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 | | | |
| 1.2 aiv | His 1.1.1.5 | 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 | | | |
| 1.2 av | 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 along power and prestige. | Only one way and perspective stated with little detail. | Two or more ways stated and described covering both perspectives. | | |
| 1.2a vi | 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 | | |

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| 1.2a vii | 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 | At least two impacts are described. | | |
| 1.2a viii | His 1.1.3.2 | 3 | Depends on the argument | One argument is evident. | More than one argument evident with appropriate linkage of ideas. | More than one argument evident with appropriate linkage of ideas. | |
| 1.2a ix | 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 and each one is linked directly to events that caused them. | More than two impacts are stated and each one is linked directly to events that caused them | |
| 1.2 ax | 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' culture, 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 the exploitation of natural resources for trade. Local people learned new ideas | 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. | Impacts are evaluated as either positive or negative and justification for the evaluation is provided. |

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| | | | 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 | | | | |
| STRAND 2 | | | Changes in the Balance of Power in the inter-war period, 1914 - 1945 | | | | |
| 2.1a | 2.1.1.2 | 1 | Great Britain/France/Russia/Italy | Identify a country. | | | |
| 2.1b | 2.1.1.1 | 1 | Protest/Inform the colonial administration of their grievances. | Correct statement. | | | |
| 2.1c | 2.1.1.3 | 1 | The Japanese continued to use or utilise island resources without any plan to decolonise their colonies/The Japanese continued to expand their territories in the area/could lead to other activities which were not provided in the mandate document/Could lead to overutilization of resources/Enable the Japanese to build a very strong empire in the region. | State an effect | | | |
| 2.1d | 2.1.2.3 | 2 | Japan to be responsible for the development of the lives of the people of her Micronesian territories and to prepare the people and their administrations for independence/upgrading the education system/Upgrading living standards for the natives/ Develop the lives of natives politically, socially and economically. | State a responsibility of Japan. | Describe a responsibility of Japan. | | |
| 2.1e | 2.1.2.4 | 2 | The USA opposed these claims, since this meant that Japan could quickly cut off U.S. access to the Philippines and, in case of a conflict, threaten Guam and Hawaii. | State a reason why USA opposed Japanese claims to the South Sea Islands. | Describe a way in which USA opposed Japanese claims to the South Sea Islands. | | |

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| 2.1f | 2.1.2.3 | 3 | When Germany was defeated in World War I, the country was not able to defend her Micronesian territories so the League of nations decided to give German territories to Japan. | State a reason for the change in balance of power | Two or more ideas are provided, without linkage of ideas | Explain why the balance of power changed in Micronesia after World War I. Appropriate linkages in ideas are provided. | |
| STRAND 3 | | Impact of World War 2 in the Pacific, 1945 to early 1960s | | | | | |
| 3.1a | 3.1.1.1 | 1 | People in the Pacific wanted to involve themselves in commercial agriculture/Modern farming techniques, ideas and skills were introduced | Identify a change. | | | |
| 3.1b | 3.1.1.6 | 1 | People began to move to urban centres in big numbers/Increase in urbanisation. | State a change in population distribution. | | | |
| 3.1c | 3.1.2.1 | 2 | Destruction to their homes due to battles that took place in their residential areas/Source of living was destroyed resulted from battles/Some islanders lost their loved ones during the war/Baby boom after the war/Development of infrastructure/Increase in food production | State an impact | Describe an impact | | |
| 3.1d | 3.1.3.3 | 3 | The colonial administration to devise development strategies and expand agricultural land. Funds for development to be generated by the colonies and identify areas where local people can be assisted in for the development of their lives/Development in education, health, infrastructure, economy/utilisation of natural resources. | State a strategy | Describe a strategy | Explain a strategy. | |

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| 3.1e | 3.1.1.7 | 1 | The colonial administration to take a lead role in developing the colonies and upgrading the lives of people/Rebuilding of infrastructure/Building more infrastructures to cater for the growing population. | Identify a solution to the problems. | | | |
| 3.1f | 3.1.2.3 | 2 | To identify and gather resources to be used in developing the infrastructure and raised living standards of the islanders/Allocate funds for the development of colonies/Initiated aid programmes. | State a reason. | Describe a reason. | | |
| STRAND 4 | | Decolonisation in the Pacific, 1960s – 1970s | | | | | |
| 4.1a | 4.1.1.6 | 1 | USA/Britain/France/Japan/Indonesia/Australia/New Zealand | Identify an imperial power. | | | |
| 4.1b | 4.1.1.5 | 1 | Local people protesting against colonial administration. | State a strategy. | | | |
| 4.1c | 4.1.2.4 | 2 | Leaders representing colonial administrations and natives were able to make decisions that benefited all by taking into consideration the views of all stakeholders/Issues encountered by the stakeholders were addressed through collaboration of all without leaving any party feeling defeated. | State a way the concept of Pacific Way was used in the Pacific. | Describe how the concept of Pacific Way was used in the Pacific. | | |
| 4.1d | 4.1.1.8 | 1 | Natives of the Pacific islands views were also considered and they were given hope that self-rule could be granted. | Identify a way | | | |
| 4.2a | 4.2ai 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 | | | |
| | 4.2aii 4.1.1.2 | 1 | The need for self-rule | One historical idea correctly identified. | | | |
| | 4.2aiii 4.1.1.3 | 1 | Reasons for the move towards self-rule | One reason for historical decisions correctly identified | | | |

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| 4.2aiv 4.1.1.8 | 1 | Decisions brought people together | One benefit of historical decisions correctly identified. | | | |
| 4.2av 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. | | |
| 4.2avi 4.1.2.4 | 2 | Leaders involved in negotiations, arrangements and protests. | Only one statement or event stated with little detail. | A least two events or statements are described | | |
| 4.2avii 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. | | |
| 4.2aviii 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. | |
| 4.2aix 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 | |

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| | 4.2ax 4.1.4.8 | 4 | <p>Positive impacts:</p> <p>Provided opportunities for local people to be exposed to political, economic and social advancements 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>Negative impacts:</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 imperialism is stated. | More than one impact of imperialism is stated | More than one impact of imperialism are stated and evaluated as either positive or negative. | Impacts are evaluated as either positive or negative and justification for the evaluation is provided. |
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