



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



***Scoring
Schedule
2021***

**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 1.1.2.10/13 HIS3.2.2.5	2	The colonial administration introduced European system of governance with colonial administration officers who held the leading roles like Governor Generals. However, local leaders were given the opportunity to participate in the running of government by holding some leadership positions in the government departments' level. While given the opportunities, local leaders learnt new skills and acquired knowledge which assisted them to continue to participate actively in governance/Share power/Natives were able to preserve their tradition/ Natives were able to continue to have power over their land through land legislations and administration.	States a pattern with no detail.	Describes the pattern. Or Lists two or more correct patterns. (Two or more ideas without linkage)		
1.1b	His 1.1.3.3/13 HIS3.2.3.2	3	The main reason for adopting direct colonial approach was to assimilate the local population. In doing so, the colonial administrators introduced the European system of government and recruited colonial officers from their countries only to administer the colony. Local people were not given the opportunity to participate in the colonial administration. The colonial administration enforced the use of their political systems and culture. The foreigners also controlled local resources and used locals	States one reason with no detail.	One reason is described. Or Two or more reasons are listed. (Two or more correct ideas without linkage)	Reason(s) is/are thoroughly explained. (Two or more ideas with the relationship between ideas clearly shown)	

			to work as labour on farms and other commercial activities. The colonial administration intended to take total control of the colony/ Colonial powers planned to dominate the political, economic and social activities in the colonies.				
Essay 1.2a i	His 1.1.1.1/13 HIS3.1.1.1	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/A policy of extending a country's power and influence through diplomacy or military force.	Correct definition.			
ii	His 1.1.1.8/13 HIS3.1.1.5	1	France/Britain/Germany/USA	One imperial power correctly named/ identified.			
iii	His 1.1.1.11/13 HIS3.3.1.5	1	<ul style="list-style-type: none"> • European goods replaced indigenous goods – metal axes, metal fish hooks and woven textiles replaced the Pacific's indigenous equivalents of stone or shell or bark. The traditional values were lost. The substitute made their work lighter but there was a cost to this trade. The traditional skills that went into making these items were lost. It left the islanders vulnerable if the supply of these goods later dried up and dependence on the traders for a continued supply. • Planting food for the ships that are coming in and they forget about their family. 	One cultural impact correctly identified.			

			<ul style="list-style-type: none"> • Europeans caused a number of changes to island life, including the introduction of firearms, home brewing. • Introduction of the western culture to the islanders. • Pacific traditions were weakened due to Christianity. • Import of goods destroyed local cottage industries. • Some islanders were taken away as labour which affected traditional roles and social structure. 				
iv	His 1.1.1.3/13 HIS3.3.1.6	1	<ul style="list-style-type: none"> • New colonial administrations changed traditional political units. • Missionaries assisted in the writing of Island constitutions and acted as advisors to chiefs as was in the case of Tahiti when Queen Pomare requested the help of the missionaries in administering Tahiti • Colonisers often defined the borders of their new colonies without an understanding of the local political or ethnic situations. • Colonised people took on European ideas of nationalism and agitated for their own independence. • In New Caledonia, controls were instituted in 1878 and one in particular was the <i>Code of Indigenat</i> which deprived New Caledonians in the protection of French Law and placed them under the authority of the administrators. The law also 	One political impact correctly identified.			

			restricted the freedom of movement of the New Caledonians.				
v	His 1.1.2.1/13 HIS3.1.2.2	2	<ul style="list-style-type: none"> • Europeans searched for land to cultivate and settled in the islands. • Economic competition amongst powerful countries in Europe and America. They came to look for supplies of raw materials. • Industries were developed in their countries and those industries required raw materials. • Europeans were looking for valuable resources in the Pacific to be utilised, sold and earn money • Europeans came to the Pacific to look for labour to be taken to plantations elsewhere • European missionaries came to introduce a new religion and convert the natives to Christianity • Some Pacific Islanders saw Europeans as enemies who came to take over their land. • Some chiefs benefited from the arrival of Europeans who supported them and made them more powerful. Chiefs were also able to obtain European weapons and material through this relationship. 	Only one way and perspective stated with little detail.	Two or more ways described covering both perspectives.		
vi	His 1.1.2.11/13 HIS3.1.2.3	2	<ul style="list-style-type: none"> • In 1839, a French gunboat arrived at Pape'ete and declared it would bombard the town unless Queen Pomare paid 2000 Spanish dollars and allowed free entry to Roman Catholic Missionaries • In Hawaii, already in the 1820s and 1830s the merchants and consuls Richard of Britain and John C. Jones of the US had 	Only one statement or event stated.	At least two events or statements or both are listed and described.		

		<p>attacked native Hawaiian authority, even promoting foreign intervention as a result of slander and violence.</p> <ul style="list-style-type: none"> • In 1835, USA and the Germans established their sugarcane plantations. The whaling industry drained the population of several thousands of young Hawaiian men who served as crewmen • Germany's interest in Samoa had deepened. Since the mid-1850s Gus (Johhan Godeffroy and Sohn Company) had demonstrated that Germany could play a major role in the commercial exploitation of the Central Pacific. • Oceania became a supply source in 1788 for the settlement of Australia. Pigs from Tahiti were landed at Sydney in 1793, and until 1826 the trade remained important, although it was subject to price fluctuations. • The competition among Europeans for sandalwood, pearl shell, and bêche-de-mer (sea cucumber)—valuable cargoes that attracted ships from the Australian colony—further involved Oceania with the European world. • Sandalwood was found in Fiji in 1804, and for the next decade it attracted European traders. • The sealing industry drew seal hunters to New Zealand, and in the 1790s fur traders wintered in Hawaii. • All of these sustained and prolonged contacts began to affect the island 				
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			<p>societies.</p> <ul style="list-style-type: none"> • In addition, there were increasing numbers of European castaways and beachcombers, who had begun to live in the islands from the days of first European contact, because of the expansion of commercial shipping in the region. Castaways, such as HMS Bounty mutineers who went to Tahiti in 1789, began to alter the political climate by using their muskets to support the chiefs who befriended them. 				
vii	His 1.1.2.8/13 HIS3.3.2.7	2	<ul style="list-style-type: none"> • Imperialism led to the assimilation and loss of unique indigenous cultures • Imperialism gave native peoples from different countries many opportunities and the change to live a new improved lifestyle • Imperialism changed laws giving people more freedom and rights • Imperialism: political, economic, & social consequences. ... By breaking up the age-old patterns of their Agrarian economy, and by forcing shifts to the production of exportable crops, western capitalism destroyed the self-sufficiency of the underdeveloped country--that is, its rural society • There were new crops; tools and farming methods, which helped, increase food production. These changes meant less death to smaller colonies, and overall improve the state of living. They now could live longer and have better sanitation compared to the period before imperialism. 	Only one impact stated.	At least two impacts are described.		

			(Accept positive, negative, social, economic and political impacts)				
viii	His 1.1.3.5/13 HIS3.1.3.2	3	<ul style="list-style-type: none"> • Europeans searched for islands to set up their ports to be used as stopover areas for their ships while travelling to Asia to trade with China and few other Asian countries • Europeans searched for strategic locations in the Pacific to set up bases in order to protect and defend their territories in Asia and the Pacific • Europeans searched for valuable resources in the Pacific to be processed and sent to the markets for trade • European missionaries travelled to and settled in the Pacific to introduce Christianity as a new religion and attempted to convert the natives to Christianity • European colonialists planned to set up imperial administrations in the Pacific to introduce their systems of governance and set up rules and guidelines to regulate activities in the Pacific • Europeans searched for land to cultivate and settled in the islands/Europeans were looking for valuable resources in the Pacific to be utilised, sold and earn money • Europeans came to the Pacific to look for labours to be taken to plantations elsewhere • European missionaries came to introduce a new religion and convert the natives to Christianity. 	One argument is evident.	More than one argument evident.	More than one reason or argument evident with appropriate linkage of ideas.	

ix	His 1.1.3.2/13 HIS3.3.3.1	3	<ul style="list-style-type: none"> • Power over land and resources have been taken away by the foreigners when they set up new government systems with laws to safeguard their presence and activities • Change in the systems of governance also changed island traditional culture and lifestyle • New languages and traditions were introduced in the Pacific Islands which affected the local languages and traditional religions • Some Pacific Islanders were taken away to other countries to work as labourers on farms. This affected the number of men and social structures in the island communities • Development work carried out in the Pacific which led to the building of infrastructure which raised living standards for the islanders • Converting islanders to Christianity reduced immoral acts like cannibalism and abuse/Formal education gave opportunities to local people to access formal education, gain knowledge, master skills and contributed in development and in the administration • Local people were able to find employment from commercial activities set up by the foreigners. (Accept positive, negative, social, economic and political impacts) 	One impact or one event related to imperialism is stated.	More than two impacts related to imperialism are described.	More than two impacts are stated and each one is linked directly to events that caused them.	
x	His 1.1.4.1/3.3.	4	<ul style="list-style-type: none"> • Imperial powers controlling local 	One impact of imperialism is	More than one impact of	More than one impact of	Impacts are evaluated as

	4.1		<p>resources was unfair as foreigners dominated commercial activities and benefited also from the activities whereas local people were employed as cheap labourers and gave less funds for royalties</p> <ul style="list-style-type: none"> • Introduction of formal education was good as local people accessed formal education, gained knowledge and were able to understand European systems of development and governance. They later began to take part in politics and acquired leadership positions. Some of these well-educated Islanders became nationalist leaders and national leaders. For examples, Ratu Kamisese Mara from Fiji, Father Walter Lini from Vanuatu • Imperialism led to the assimilation and loss of unique indigenous cultures/Imperialism gave native peoples from different countries many positive opportunities and the change to live a new improved lifestyle • Imperialism changed laws giving people more freedom and rights • Imperialism: political, economic, & social consequences. ... By breaking up the age-old patterns of their agrarian economy, and by forcing shifts to the production of exportable crops, western capitalism destroyed the self-sufficiency of the underdeveloped country--that is, its rural society • There were new crops; tools and farming methods, which helped, increase food 	stated.	imperialism is described.	imperialism is stated and evaluated as either positive or negative.	either positive or negative or both, and justification for the evaluation is provided.
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			production. These changes meant less death to smaller colonies, and overall improve the state of living. They now could live longer and have better sanitation compared to the earlier imperialism.				
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Essay 1.2b

Q #	LO #	Skill Level	Evidence	Student Response Level			
STRAND 1			Imperialism in the Pacific, 1870 - 1914	1	2	3	4
Essay 1.2b i	His 1.1.1.2/13h is3.1.1.2	1	Is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.	Correct definition.			
ii	His 1.1.1.8/13 HIS3.1.1.6	1	Britain, France, Holland (Netherlands/Dutch), Spain, Germany, Australia, New Zealand and USA/Japan.	Imperial power correctly named/identified.			
iii	His 1.1.1.12/13 HIS3.3.1.5	1	<ul style="list-style-type: none"> Land Alienation - Land was taken away from the natives, this was in the case of French territories where land was taken in stages from the 1860s to make way for French settlers and to force the Melanesians to be tax paying wage labourers 	Political impacts correctly identified.			

			<ul style="list-style-type: none"> • Metropolitan staff held key positions in government and a European governor was head of government in the colony • There was less consultation with the local people on any government matters • Locals had limited or no participation in the administration of government, economically and socially • Introduction of new laws (constitution). (Accept positive and negative political impacts) 				
iv	His 1.1.1.11/13 HIS3.3.1.6	1	<ul style="list-style-type: none"> • The Europeans took up leadership status that changed the island traditional social structure • Formal education was introduced/New religion was introduced • Change of culture in the Pacific as some Pacific Islanders started to adopt some elements of European culture like dress code, diet, use of modern tools and so forth. For example, French institutions, culture and values were introduced and established with great emphasis in New Caledonia even to the present day. • The locals changed to become like the French with their language and they were cut off from their English-speaking neighbors in the Pacific. • New genetic mix. • Increase in population • Internal migration 	Cultural impacts correctly identified.			

			<ul style="list-style-type: none"> • Depopulation resulted from the new diseases. (Accept positive and negative impacts) 				
v	His 1.1.2.2/13 HIS3.1.2.1	2	<ul style="list-style-type: none"> • Colonial powers colonised territories in the Pacific to control strategic locations which enabled them to protect their other territories in the Pacific • The unstable conditions in the Pacific began to draw in European governments, all of which acknowledged some responsibility for the protection of their nationals and their property. Examples: • The French government was the first to intervene, after two Roman Catholic missionaries were expelled from Tahiti in 1836. In the same year, two more were deported from Hawaii. In 1839 the archbishop of Chalcedon suggested regular association between the Roman Catholic missions and the French navy, but the French government was also aware of the need for a good naval station for the fleet and for French commerce and for a place of penal settlement. Abel DuPetit-Thouars thus took possession of Tahuata and the rest of the southeast Marquesas in 1842 and in the same year persuaded the Tahitians to ask for a French protectorate, which was formally granted in 1843. In 1853 the presence of French missionaries in New Caledonia led to French annexation, possibly for fear of British 	Only one way and perspective stated with little detail.	Two or more ways described covering both perspectives.		

		<p>action and certainly to establish a penal colony (to which convicts were transported until 1897). Other European countries intervened for different reasons. In 1857 August Unshelm, as agent for J.C. Godeffroy and Son, set up the company's depot at Apia, and Samoa became the greatest trading centre in the islands; even when Godeffroy failed in 1879, the Deutsche Handel und Plantagesgesellschaft (German Trading and Plantation Company) took over, and Samoa remained the favourite colony of the colonial party in German politics. The British government appointed consuls to some islands, but their powers to maintain order were limited and, except for the visits of warships, unenforceable. The United States also appointed consuls.</p> <ul style="list-style-type: none"> • Pacific islanders felt that the setting up of colonial administrations took power away from the natives. The foreigners controlled the administration using new laws, controlled economic activities which affected social aspects of living. • Colonial powers planned to control more people to be powerful. • Planned to bring along that should improve living standards of Pacific Islanders. • To improve system of governance. 				
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vi	His 1.1.2. 11/13HIS3. 1.2.3	2	<p>Almost the whole of Oceania passed under the control of European powers and the United States between 1842 and the end of the century, with the exception of Tonga, which remained under British protection (from 1900) with a consul who was not to interfere in internal affairs. In the islands Britain reproduced the pattern of crown colony government, with a governor who represented the king, an executive council of senior officials, and, occasionally, a legislative council to advise the governor. Gov. Arthur Gordon set up a system of native administration that incorporated the chiefs; the island was divided into provinces and districts that, on the information available to Gordon, represented the old divisions of Fiji, and over each he tried to select the chief to take administrative office. Even in Melanesia, where chieftainship was not highly developed, the British attempted to appoint chiefs who were men of influence. The first administrator of British New Guinea was a former officer in Gordon's government, William MacGregor, who first tried to appoint chiefs and then settled for village constables. The Australians, who took over British New Guinea in 1906 and rechristened it Papua, followed the British pattern. The first Australian governor, Sir Hubert Murray, introduced measures of native development but preserved the British pattern of colonial government, as did New Zealand in the Cook Islands.</p>	Only one statement/ impact stated.	At least two impacts are described.		
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		<p>Other countries had different patterns. The Germans tried to administer their colonies through commercial companies, such as the German New Guinea Company in north-eastern New Guinea. Only when they failed did the imperial government assume responsibility (1899). In the Marshalls the German firms known as the Jaluit Gesellschaft became a chartered company under a government commissioner in 1885. In Western Samoa (now Samoa), in the first decade of the 20th century, the governor Wilhelm Solf attempted to limit Chinese immigration for the plantations and tried to enlist Samoan interest for the government, but the commercial interests exerted influence in Germany itself and forced the governor to revise his policies. In the French territories, colonial rule meant assimilation to French institutions. The governor was analogous to the prefect of a French department, assisted by an administrative council and from time to time by a general council drawn from French citizens. In effect, the governor ruled by administrative decree. When Hawaii was annexed in 1898, the president of the republic became a U.S. governor. One year after eastern Samoa was given to the United States under the convention of 1899, Pres. William McKinley placed it under the authority of the Department of the Navy; the commanding officer of the station also became governor and administered the islands with the help of</p>				
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			<p>his technical officers and a Samoan fono, or legislature. These colonial governments were adapted to local circumstances. In the Polynesian islands and in Fiji, Britain and Germany attempted to incorporate the authority of the chiefs into their governments, both as advisers and as local officials in the districts, as did the United States in American Samoa. But in both Hawaii and Tahiti, the old system of rank had broken down under the impact of missionaries, traders, and settlers, so it could not be used for administrative purposes but had to be replaced by appointed local officials. In Melanesia the colonial powers appointed local headmen. The Germans and the British used appointed headmen in New Guinea and the Solomons, and the system was supervised by a patrol of European officers with an escort of armed native police. The patrols were brief and infrequent, however, and their effect was limited.</p>				
vii	His 1.1.2.8/13 HIS3.3.2.7	2	<ul style="list-style-type: none"> • Change in the traditional social structure of natives due to the dominance of Europeans in the colonial administration • Natives accessed formal education and gained knowledge and experience on European system of governance • Involvement of natives in the indirect colonial administration enabled them to maintain some elements of their traditional social structure • Natives also benefited from the utilisation of their resources. (Accept positive, 	Only one impact stated.	At least two social impacts are described.		

			negative, social, economic and political impacts)				
viii	His 1.1.3.5/13 HIS/3.1.3.2	3	<p>Almost the whole of Oceania passed under the control of European powers and the United States between 1842 and the end of the century, with the exception of Tonga, which remained under British protection (from 1900) with a consul who was not to interfere in internal affairs. In the islands Britain reproduced the pattern of crown colony government, with a governor who represented the king, an executive council of senior officials, and, occasionally, a legislative council to advise the governor. Gov. Arthur Gordon set up a system of native administration that incorporated the chiefs; the island was divided into provinces and districts that, on the information available to Gordon, represented the old divisions of Fiji, and over each he tried to select the chief to take administrative office. Even in Melanesia, where chieftainship was not highly developed, the British attempted to appoint chiefs who were men of influence. The first administrator of British New Guinea was a former officer in Gordon's government, William McGregor, who first tried to appoint chiefs and then settled for village constables. The Australians, who took over British New Guinea in 1906 and rechristened it Papua, followed the British pattern. The first Australian governor, Sir Hubert Murray, introduced measures of native development but preserved the British pattern of colonial</p>	One argument is evident.	More than one reason/ argument.	More than one argument evident with appropriate linkage of ideas.	

		<p>government, as did New Zealand in the Cook Islands.</p> <p>Other countries had different patterns. The Germans tried to administer their colonies through commercial companies, such as the German New Guinea Company in north-eastern New Guinea. Only when they failed did the imperial government assume responsibility (1899). In the Marshalls the German firms known as the Jaluit Gesellschaft became a chartered company under a government commissioner in 1885. In Western Samoa (now Samoa), in the first decade of the 20th century, the governor Wilhelm Solf attempted to limit Chinese immigration for the plantations and tried to enlist Samoan interest for the government, but the commercial interests exerted influence in Germany itself and forced the governor to revise his policies. In the French territories, colonial rule meant assimilation to French institutions. The governor was analogous to the prefect of a French department, assisted by an administrative council and from time to time by a general council drawn from French citizens. In effect, the governor ruled by administrative decree. When Hawaii was annexed in 1898, the president of the republic became a U.S. governor. One year after eastern Samoa was given to the United States under the convention of 1899, Pres. William McKinley placed it under the authority of the Department of the Navy; the commanding</p>				
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			<p>officer of the station also became governor and administered the islands with the help of his technical officers and a Samoan fono, or legislature. These colonial governments were adapted to local circumstances. In the Polynesian islands and in Fiji, Britain and Germany attempted to incorporate the authority of the chiefs into their governments, both as advisers and as local officials in the districts, as did the United States in American Samoa. But in both Hawaii and Tahiti, the old system of rank had broken down under the impact of missionaries, traders, and settlers, so it could not be used for administrative purposes but had to be replaced by appointed local officials. In Melanesia the colonial powers appointed local headmen. The Germans and the British used appointed headmen in New Guinea and the Solomon's, and the system was supervised by a patrol of European officers with an escort of armed native police. The patrols were brief and infrequent, however, and their effect was limited.</p>				
ix	His 1.1.3.2/13 HIS3.3.3.1	3	<p>The colonial powers introduced new government system with new laws/There were new institutions been set up by colonial powers which safeguard the work of colonial administrations and regulate all activities in the colonies/Economic activities were set up by the colonial administrations to generate income for the administration and people/Employment activities were created for some local people/Some local leaders</p>	<p>One impact or one event related to colonialism is stated.</p>	<p>More than two impacts related to colonialism are stated.</p>	<p>More than two impacts are stated and each one is linked directly to events that caused them.</p>	

			were given the opportunities to take part in running of the colonial administrations/Some resources owners lost their resources during the colonial period/Some colonial administrations commercialised resources for financial gains/Most of the natives were converted to Christianity during the colonial period/Changes brought in by the colonial administrators caused the change in natives' culture/Natives were able to access formal education/New health system was introduced in the islands which improved health and hygiene/Natives were also able to raise standard of living/Labours were brought to work in the colonies. (Accept positive, negative, social, economic and political impacts)				
x	His 1.1.4.1/13 HIS3.3.4.1	4	The colonial powers introduced new government system with new laws/There were new institutions set up by colonial powers which safeguard the work of colonial administrations and regulate all activities in the colonies/Economic activities were set up by the colonial administrations to generate income for the administration and people/Employment activities were created for some local people/Some local leaders were given the opportunities to take part in running of the colonial administrations/Some resources owners lost their resources during the colonial period/Some colonial administrations commercialised resources for financial gains/Most of the natives were converted to Christianity during the colonial	One impact of colonialism is stated.	More than one impact of colonialism is stated.	More than one impact of colonialism is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

			period/Changes brought in by the colonial administrators caused the change in natives' culture/Natives were able to access formal education/New health system was introduced in the islands which improved health and hygiene/Natives were also able to raise standard of living.				
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STRAND 2			Changes in the Balance of Power in the Inter-War Period, 1914 - 1945				
2.1a	2.1.1.1/13 HIS4.1.1.1	1	Political change occurs when the rulers in a country lose power or the type of governance in the country changes.	Correct definition of political change.			
2.1b	2.1.2.1/13 HIS4.1.2.1	2	<ul style="list-style-type: none"> • Change in colonial powers administering a colony • Change in the leadership systems adopted by the colonial power. • Change in administrative roles of the administrators • Change in the political roles of the natives • Change in the administrative roles of the natives 	A change is stated correctly (1 idea)	More changes are listed correctly. (2 or more ideas)		
2.1c	2.1.3.1/13 HIS4.1.3.2	3	The former colonial power, Germany, was struggling and defeated in World War I and through the Treaty of Versailles, she lost her Pacific territories to other colonial powers. Some territories were taken away from her during the war and some were sorted and given to other colonial powers under League of Nations mandate after the war.	A reason for change is stated correctly. (1 idea only)	A reason for change is described correctly. (2 or more ideas without linkage)	A reason for change is explained correctly. (2 or more ideas with linkage)	

2.1d	2.1.4.2/13 HIS4.1.4.2	4	<ul style="list-style-type: none"> • In some colonies, there was a change in political roles of natives. Some natives were given opportunities to participate actively in governance while some lost the privilege of participating in the colonial administration. • Local people benefited through the employment opportunities created by the commercial activities operated by the colonial power (Australia). The increase in plantation production generated more revenue which was also used for the development work in Papua New Guinea • The native labourers on the farms were physically abused by their supervisors as they (supervisors) forced labourers to raise their work level in order to raise production • Employment opportunities were created to local people through development works carried out in Agriculture. • In some colonies, the natives never accepted the system of governance adopted by the new colonial power which caused resentment of locals against the colonial administration. For example, the Samoan nationalists resented against the New Zealand colonial administration. (Accept positive, negative, social, economic and political impacts) 	<p>An impact is correctly stated. (1 idea only)</p>	<p>An impact is correctly described. Or 2 or more impacts stated (2 or more ideas without linkage)</p>	<p>An impact is correctly explained. Or 2 or more impacts stated With linkage. (2 or more ideas with linkage)</p>	<p>An impact is correctly evaluated. Or 2 or more impacts discussed (described, giving reasons & examples as justification) (2 or more ideas with linkage; uses examples to justify arguments)</p>
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STRAND 3			Impact of World War 2 in the Pacific, 1945 to early 1960s				
3.1a	3.1.1.1/V 4.2.1.1	1	Hawai'i	The island is named correctly.			
3.1b	3.1.1.2/V4. 2.1.2	1	Japan/United States of America (USA)	A super power is named correctly.			
3.1c	3.1.2.1/V4. 2.2.1	2	Japan broke the terms of the League of Nations Mandate in Micronesia and fortified the area in the plan to take over territories in the Pacific. Japan decided to attack the American (USA) naval base in Hawai'i and bombarded Pearl Harbour in return of the trade ban that was imposed by the USA on her (Japan). USA retaliated and the Pacific war started/Japanese expansion into the Pacific to control territories led to the violation of League of Nations Mandate. The bombing of Pearl Harbour was in relation to the trade ban imposed by the USA on her (Japan)	The incident is stated correctly. (1 idea only)	The incident is described correctly. (2 or more ideas without linkage)		
3.1d	3.1.3.1/13 HIS4.2.3.1	3	<ul style="list-style-type: none"> • People living closer to Pearl Harbour witnessed the actual attack. Their experiences brought along fear and some of them were affected psychologically • There were devastations caused by the Japanese attack on communities and landscapes. Devastations also affected their farmlands • People living near Pearl Harbour experienced social problems due to destruction of infrastructures and sources of living. • Relocation of homes and activities 	A social impact is stated correctly. (1 idea only)	A social impact is described correctly. (2 or more ideas without linkage)	A social impact is explained correctly. (2 or more ideas with linkage between ideas clearly shown)	

			<ul style="list-style-type: none"> • Causality and deaths (Death of loved ones) 				
3.1e	3.1.1.3/13 HIS4.2.1.4	1	<ul style="list-style-type: none"> • Destruction to the marine environment and marine species • Destruction to the terrestrial environment, trees and animal species. • Destruction to landscape 	An environment impact is stated properly.			
3.1f	3.1.2.1 3/13HI S4.2.2. 8	2	Japan was not happy with the trade ban imposed by USA which led to the attack and USA retaliation.	The key fact is correctly stated. (1 idea)	The key fact is correctly described. (2 or more ideas without linkage)		
STRAND 4			Decolonisation in the Pacific, 1960s – 1970s				
4.1a	4.1.2.10/13 HIS5.2.2.4	2	Decolonization is based upon and motivated by the concept of the right to self-determination, the United Nations innately plays an essential role in the promotion of these movements and the promotion of an international system based on cooperation rather than exploitation/UN committees formed to assist subject people to attain self – rule/UN assisted local leaders who were fighting for independence/UN Trust territories.	A role of the United Nations is stated correctly.	Role(s) is/are described correctly.		
4.1b	4.1.3.4/13 HIS5.2.3.2	3	<ul style="list-style-type: none"> • Leaders in the islands of the Pacific have been trained, gained knowledge and acquired skills imparted by colonial administration officials during the colonial period. Most islands have been administered by foreign powers for quite a long time. The leaders were knowledgeable and skilled to run their 	A reason is stated correctly. (1 idea)	A reason is described correctly. (2 or more ideas without linkage)	A reason is explained correctly. (2 or more ideas with linkage/relationship between the	

			<p>island governments and develop their economies.</p> <ul style="list-style-type: none"> • Pacific leaders realised that valuable resources existed in their islands where the Europeans controlled their utilisation. They believed that it was time for them to work for self-rule and control the utilisation of resources. • Local leaders also believed that they are knowledgeable and skilled to represent their countries in diplomacy, they also wanted to participate in international relations. • It was costly for colonial powers to continue to administer colonies and they planned to prepare their colonies for self – rule. 			cause and effect)	
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4.2a	4.1.1.1/13 HIS5.2.1.1 i	1	Process by which colonies became independent of the colonising country.	Correct definition.			
	4.1.1.7/13 HIS5.2.1.3 ii	1	Decolonisation, or 'the Transfer of Power', is often regarded as the end-point of a process that began with imperial expansion and colonisation. There is a neat balance between colonialism and decolonisation that, depending on the point of view, reflects either the advance and retreat of imperial power, or the loss and recovery of sovereignty. This process is one of the defining features of	Historical idea correctly identified.			

		<p>empire, decolonisation, and the post-colonial world. Even so, it is not a universal process: some dependencies retained their sovereignty; and some former dependencies still retain a compromised sovereignty. Tonga under its Treaty of Friendship with Britain, and Solomon Islands as a protectorate, did not formally relinquish sovereignty; and, in New Guinea, Nauru and Western Samoa under League of Nations Mandates and United Nations Trusteeships, sovereignty was held in abeyance. Now, under Free Association agreements, there are restraints on the sovereignty of the Cook Islands and several countries of Micronesia. Despite these qualifications in terms of formal status, the countries of the Pacific Islands, together with many Asian, African and Caribbean countries, have shared a colonial experience that passed through decolonisation, culminating in 'independence', or something close to it, with all appropriate national (and nationalist) celebrations.</p>				
4.1.1.10/3I HIS5.2.1.4 iii	1	<p>Some colonial powers decided to rid their colonial responsibilities as it was costly and allowed natives to control their countries/People of the colonies fought for independence/United Nations pressured colonial powers to grant self-rule.</p> <ul style="list-style-type: none"> The cost of retaining imperial possessions in the Pacific is becoming a burden for some imperial powers that such powers were starting to favour decolonization. 	Reason for historical decisions correctly identified.			

			<p>This is true of Great Britain who supported decolonization because she is gradually lacking the means to continue being a colonial power.</p> <ul style="list-style-type: none"> The UN General Assembly adopted the Resolution 1514 (XV) which contains the declaration on the granting of independence to colonial countries and people, also known as the "Declaration on the Granting of Independence to Colonial Countries and Peoples" or simply "Declaration on Decolonization". It stated that all people have a right to self-determination and proclaimed that colonialism should be brought to a speedy and unconditional end. 				
4.1.1.11/13 HIS4.1.1.4 iv	1	<p>Colonial powers were able to relieve themselves from colonial responsibilities and redirect their effort and resources to the development of their own countries/Natives were given the opportunity to run their own governments using knowledge and skills gained while working with colonial officials during the colonial period.</p>	Benefit for historical decisions correctly identified.				
4.1.2.7/13 HIS5.2.2.3 v	2	<p>Local leaders that favoured self-rule used their knowledge and experience to lead the nationalists in demanding for self-rule.</p> <p>Examples:</p> <p>During the decolonisation period in Samoa, Samoans were drawn into government at the highest levels and treated as political partners. As early as 1952 a timetable for the transition</p>	Only one role stated with little detail.	More than one role stated including how they supported decolonisation.			

			<p>to independence was adopted. The constitution was modified every few years to transfer responsibility progressively, with Samoans being increasingly incorporated into the public service as more of them gained higher education qualifications. Full internal self-government came in 1959, and complete independence in 1 January 1962/In Fiji, the the British colonial administration was preparing Fiji for independence, a membership system was introduced, and three leaders were assigned to look after the government departments at the time, Ratu Mara. Mr.Falvey and Mr. A.D Patel/Mr.Michael Somare of Papua New Guinea joined the Pangu Party, took part in the election of 1972. Not the least of Somare's achievement was he succeeded in bringing the various nationalist groups to a workable consensus, and to present himself as a nationalist, indigenous leader who could offer the Australian government an appropriate face of unity and progressive moderation. Somare was a man the Australians needed as much as the people of Papua New Guinea did. Father Walter Lini of Vanuatu.</p>				
4.1.2.9/13 HIS4.1.2.2 vi	2	<p>Some countries like Fiji had a peaceful transition of powers whereby colonial powers drew up their plans and started to prepare the colonies for independence. The colonial administration assisted the local leaders in drawing up the constitution and train local people on their responsibilities like</p>	<p>Only one statement or event stated with little detail.</p>	<p>At least two experiences stated. Or One experience described.</p>			

		<p>elections/In some colonies, the subject people fought for their independence/In some colonies, the United Nations was actively involved in making negotiations and arrange for their independent/ During the decolonisation period in Samoa, Samoans were drawn into government at the highest levels and treated as political partners. As early as 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 the public service as more of them gained higher education qualifications. Full internal self-government came in 1959, and complete independence in 1 January 1962/In Fiji, the British colonial administration was preparing Fiji for independence, a membership system was introduced, and three leaders were assigned to look after the government departments at the time, Ratu Mara. Mr.Falvey and Mr. A.D Patel/Mr.Michael Somare of Papua New Guinea joined the Pangu Party, took part in the election of 1972. Not the least of Somare's achievements was that he succeeded in bringing the various nationalist groups to a workable consensus, and to present him as a nationalist, indigenous leader who could offer the Australian government an appropriate face of unity and progressive moderation. Somare was a man the Australians needed as much as the people of Papua New Guinea did.</p>				
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4.1.2.5/13 HIS5.2.2.2 vii	2	Some countries like Fiji had a peaceful transition of powers whereby colonial powers drew up their plans and started to prepare the colonies for independence. The colonial administration assisted the local leaders in drawing up the constitution and train local people on their responsibilities like elections/Colonies like Nauru, Samoa and Vanuatu, subject people fought for their independence/In some colonies, the United Nations was actively involved in making negotiations and arrange for their independence.	Only one experience stated with little detail.	At least two experiences are listed. Or one experience described.		
4.1.3.1/13 HIS5.2.3.2 viii	3	Local people wanted to take part actively in the running of the nation so they can address development issues and preserve things that are important to them/Local people also wanted to benefit from the utilisation of their resources/Natives wanted locals and not foreigners to administer their countries. The need for self-rule and pressure for change felt by Pacific people to control their own affairs rather than the imperialist administration for e.g. Samoa for the Samoans, Nauru for the Nauruans/ To be free from foreign rule.	Only one reason is stated.	Two or more reasons are stated.	Two or more reasons are stated and linked directly to the move to independence.	
4.1.3.2/13 HIS5.2.3.5 ix	3	Looking at the global trend of decolonisation, most colonial powers began to plan to rid colonial responsibilities after World War II. The United Nations also encourage colonial powers to grant self-rule to the local people. Countries in other parts of the world began to gain independence in the late 1940s. Decolonisation in the Pacific started in the	One relevant idea is stated, perhaps for one country only.	Two or more relevant ideas are stated for more than one country.	Extent of independence is described for more than one country and these are related to the decolonization	

			1960s. With Samoa gaining independence in 1962, Cook Islands in 1965, Nauru in 1968. Fiji and few other countries gained independence in the 1970s. The decolonisation process in the Pacific became a reality through the initiatives of some colonial powers, the active participation of the nationalists and the contributions of the United Nations.			movement.	
4.1.4.8/13 HIS5.2.4.2 x	4	<p>Western Samoa- The natives formed the Mau movement and protested against the New Zealand colonial administration. There were violent incidences, deaths; women were involved before the colonial administration started to prepare Western Samoa for independence.</p> <p>New Hebrides (Vanuatu) – was a condominium ruled by France and Britain. There were two differing views on decolonisation. Nagriamel was a local group led by Jimmy Stevens that was against independence and the Vanua’aku Party led by Fr. Walter Lini supported independence. France and Britain finally agreed to grant independence.</p> <p>Fiji – peaceful transition of powers from the British colonial administrators to the local leaders.</p> <p>Ma’asina Rulu in Solomon Islands.</p>	One impact of imperialism is stated.	Two or more impacts of imperialism are stated or described.	Two or more impacts of imperialism are described and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.	

4.2b	4.1.1.7/13 HIS5.2.1.2 i	1	The state of being independent. Being independent means being able to take care of your own needs and to make and assume responsibility for your decisions while considering both the people around you and your environment. Independent countries are the ones that are free from their colonial rulers.	Correct definition.			
	4.1.1.8/13 HIS5.2.1.3 ii	1	Natives or Nationalists were divided like the division in Vanuatu/The colonial administration were reluctant in granting self-rule when they felt that the natives were not ready for self-rule/The people of New Hebrides (Vanuatu) struggled because there were two colonial powers controlling the colony (condominium), Britain and France. Britain was willing to grant self-rule while France was a bit reluctant/Internal disagreement on voting system in Fiji/Delay in granting of self – rule/Natives were not happy with the way colonial powers handled the decolonisation process, for example, Samoa.	Problem correctly identified.			
	4.1.1.10/13 HIS4.3.1.4 iii	1	The colonial powers provided requirements to be met by the colonies in order to be granted independence. Inability of the colonies to meet the requirements caused the delay in self-rule/ Some colonial powers decided to rid colonial responsibilities/Pressure form UN/Work of the Nationalists.	Reason for historical decisions correctly identified.			
	4.1.1.2/13 HIS5.2.1.1 iv	1	France and Britain in Vanuatu/New Zealand in Samoa.	Country identified.			

4.1.2.8/13 HIS4.1.2.2 v	2	The people of New Hebrides (Vanuatu) struggled because there were two colonial powers controlling the colony (condominium), Britain and France. Britain was willing to grant self-rule while France was a bit reluctant/The New Zealand colonial administration in Samoa used harsh tactics to try and subdue the natives/colonial powers delayed the granting of independence – Vanuatu, Solomon Islands.	Only one way is stated with little detail.	More than one way is described.		
4.1.2.10/13 HIS4.1.2.9 vi	2	The most complex colonial situation was the Condominium of the New Hebrides: France and Great Britain had jointly ruled from the start of the 20th century this set of Melanesian Islands. According to its pro-independence policy towards the Pacific islands in the 1970s, Great Britain was willing to grant independence to the New Hebrides while France was opposed to this move as it could have promoted, if achieved, a similar tendency in other French Pacific Territories of greater strategic interest. Moreover French settlers, especially in Espiritu Santo, were prepared, with the help of some American land speculators, to secede in the late 1970s and found the independent Republic of Vemarana under the authority of a traditional leader, Jimmy Stevens. The colonial history of Vanuatu had always been a careful balance of national interest between the two antagonistic colonial powers; the legacy of this rivalry is the emergence today of two separate local entities, wild apart in	Only one statement or event stated with little detail.	At least two events or statements are stated.		

		<p>their political thinking as well as in their ways of seeking the future for the country. Vanuatu was declared independent in July 1980 amidst an intricacy of divergent and antagonistic interests: the catholic francophones on the one side and the Anglican-protestant Anglophones on the other one. Fifteen years after independence, Vanuatu has not yet come to terms with its colonial legacy.</p>				
4.1.2.5/13 HIS5.2.2.6 vii	2	<p>There were division amongst the people as some formed Nagriamel and wanted self-rule to be delayed. A big number supported the National Party which was later called the Vanua'aku Party which wanted self-rule. People organised popular demonstrations and threatened to form a revolutionary government/ Samoan women joined the Ma'u fight as men were hiding in the mountains.</p>	<p>Only one impact of the problem stated with little detail.</p>	<p>At least two impacts are stated.</p>		
4.1.3.3/13 HIS5.2.3.1 viii	3	<p>The nationalist groups organised popular demonstrations and threatened to form a revolutionary government. The joint administration scheduled talks on constitutional development leading to independence but convinced of French stubbornness and British evasiveness, Walter Lini boycotted the negotiations after no constitutional reforms were initiated by the condominium and declared the formation of a Peoples' Provincial Government, which was effective in displacing the government in many districts. Scheduled elections were cancelled because the Vanua'aku Party announced boycott, and a new representative</p>	<p>Only one way/idea is stated.</p>	<p>More than one way/ idea is stated.</p>	<p>More than one way/idea stated and linked directly to the move to independence.</p>	

			assembly was convened to initiate self-rule/ UN lay down the plan of action for the natives/When the factions/groups were able to work together/In Samoa, the New Zealand Labour Party policy assisted Samoans to gain independence/ Nauru – wise plan set up by Roburt and his negotiation tactics helped them to gain independence.				
4.1.3.7/13 HIS5.2.3.5 ix	3	When natives organised popular demonstrations and threatened to form revolutionary government, the two colonial powers were willing to prepare the country with constitution and election preparing the nation for self-rule/ Samoa – Labour party policy, Nauru – Roburt’s effort/ Cook Islands – UN’s guidance.	One relevant idea is stated perhaps for one country only.	More than one relevant idea stated for more than one country.	Extent of independence is described for more than one country, and these are related to the decolonisation movement.		
4.1.4.3/13/ HIS5.2.4.2 x	4	Self-rule was received with open arms in all independent countries. There were differences in terms of the way colonies were prepared by the colonial administrations. Some countries started administering their independent countries smoothly while some encountered some problems which created internal crisis. In the Solomon Islands, the infrastructures were not fully developed by the British which contributed a lot to some internal problems encountered by the locals which resulted in the crisis that occurred in 2000.	One impact of independence is stated with little detail.	More than one impact of independence is stated.	More than one impact of independence is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.	