



Pacific
Community
Communauté
du Pacifique



No. 101

Scoring Schedule

2022

***South
Pacific
For
Seven
Certificate
(SPFSC)***

HISTORY

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SPFSC History 2022 - Scoring Rubric (Moderated)

STRAND 1: Imperialism in the Pacific, 1870-1914						
Part 1						
Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
1.1a	His1.1.2.11	The administration and its recruiters either kidnapped them, lied to them, or recruited them in exchange for an extremely low salary. They were taken from mainly Melanesian countries to work on plantations in Polynesia, Australia, Peru, etc. The Islanders were part of the Labour Trades or blackbirding.	One main idea stated.	One main idea described or stated with an example, or two main ideas listed.		
1.1b	His1.1.3.8	<ul style="list-style-type: none"> • Islanders lost contact with their families. • Intermarriages. • Genetic-mixing due to intermarriages. • Cultural integration/assimilation. • Depopulation of communities. • Islanders were ill-treated by recruiters. • Loss of lives due to poor living conditions, weather while travelling, illnesses, maltreatment, etc. 	One main idea stated.	One main idea described or stated with an example, or two main ideas listed.	Two or more ideas linked directly to each other and specific examples.	

STRAND 1: Imperialism in the Pacific, 1870-1914

Part 2

Essay 1.2a

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
i.	His1.1.1.1	'Imperialism' – the extension of authority and influence over another country or land usually by military force.	Correct definition.			
ii.	His1.1.1.8	Britian, France, Germany, USA	Named/identified one imperial power in the Pacific.			
iii.	His1.1.1.14	'Direct rule' – when the imperial power controls the administrative affairs of a country through their own people.	Correct definition.			
iv.	His1.1.1.15	'Indirect rule' – when the imperial power controls the administrative affairs of a country through local people, by placing them in key administrative roles.	Correct definition.			
v.	His1.1.2.9	<ul style="list-style-type: none"> Foreign officials brought into rule. European style government No goal to develop future leaders; assimilated goals 	One pattern of direct rule stated.	Two patterns of direct rule or one pattern with an example.		
vi.	His1.1.2.10	<ul style="list-style-type: none"> Local people rule in key administrative positions. Integrated rules of local culture/tradition into the law Goal to develop future leaders 	One pattern of indirect rule stated.	Two patterns of indirect rule with an example.		
vii.	His1.1.2.1	<ul style="list-style-type: none"> Blackbirding – labour recruitment Spread Christianity For entrepreneurial yet unscrupulous reasons (trade and profit) Takeover of land to expand their empire or global dominion 	One way from a Pacific perspective stated.	Two ways or one way from a Pacific perspective with an example.		
viii.	His1.1.3.5	Ideas are relevant to the topic. Ideas are logical and has a smooth flow.	One argument is evident.	Two or more arguments are evident.	Two or more arguments are evident with appropriate linkage of ideas.	
ix.	His1.1.3.3/4	Direct rule <ul style="list-style-type: none"> Mistrust between locals and foreigners Imperial administration did not believe that the locals had capacity to lead and deemed them as inferior. 	One reason stated.	Two reasons listed or one reason with an example stated, or one reason described.	Two or more reasons are stated and each one is clearly linked between the ruling system and Pacific	

		<p>Indirect rule</p> <ul style="list-style-type: none"> Locals were hostile and disobedient to foreigners/to quell hostility, e.g., so use of chiefs or key local figure as in the case of Fiji (use of subchiefs as police officers and tax collectors). It was a good way of forging good rapport with the locals – giving the impression of trust/belief. This was not a strain on their own resources, e.g., money and human power. 			people.	
x.	His1.1.4.1	<p>Direct rule</p> <ul style="list-style-type: none"> Mistrust and tensions between locals and foreigners Local culture and opinions were not considered. No preparation of future local leaders <p>Indirect rule</p> <ul style="list-style-type: none"> Locals included in the decision-making or operation of the country, to an extent. Preparation of future local leaders Local leaders were not liked by everyone (due to jealousy or tribal warfare/skirmishes), exacerbating tensions between locals 	One impact stated.	Two impacts listed or one impact with an example stated or one impact described.	Two or more impacts are stated and evaluated as either positive or negative.	Two or more impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

STRAND 1: Imperialism in the Pacific, 1870-1914

Part 2

Essay 1.2b

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
i.	His1.1.1.1	'Imperialism' – the extension of authority and influence over another country or land usually by military force.	Correct definition.			
ii.	His1.1.1.2	'Colonialism' – the taking over of a country by occupation of land, influencing religion, culture, etc., controlling businesses, etc.	Correct definition.			
iii.	His1.1.1.7	'Penal colony' – a colony where foreign prisoners were sent or exiled to.	Correct definition.			
iv.	His1.1.1.8	Germany, Great Britain, Japan, USA	Named/identified one imperial power in the Pacific.			
v.	His1.1.2.4	<ul style="list-style-type: none"> • Conflict between tribes or local people because of foreign decisions • Labour trades, e.g., blackbridging, South Seas Labour Trade • Maltreatment of Pacific Islanders • Education of locals on various subjects and in English/French 	One social impact of colonial rule stated.	Two impacts listed or one impact stated with an example, or one impact described.		
vi.	His1.1.2.5	<ul style="list-style-type: none"> • Loss of cultural values and traditions, e.g., barter system replaced by a cash economy. • Loss of local religion traditions for Christianity • Use of mother tongue/indigenous languages frowned upon 	One cultural impact of colonial rule stated.	Two impacts listed or one impact stated with an example, or one impact described.		
vii.	His1.1.2.6	<ul style="list-style-type: none"> • Locals denied certain privileges in decision-making or access to what is rightfully theirs, e.g., land alienation, no/limited local authority, etc. • Locals were prepared to lead when decolonised 	One political impact of colonial rule stated.	Two impacts listed or one impact stated with an example, or one impact described.		
viii.	His1.1.3.5	Ideas are relevant to the topic. Ideas are logical and has a smooth flow.	One argument is evident.	Two or more reasons/ arguments are evident.	Two or more arguments are evident with appropriate linkage of ideas.	
ix.	His1.1.3.1	<ul style="list-style-type: none"> • Blackbirding – labour recruitment • Spread Christianity 	One reason stated.	Two reasons listed or one reason stated	Two or more reasons are stated and each	

		<ul style="list-style-type: none"> • For entrepreneurial yet unscrupulous reasons (trade and profit) • Takeover of land to expand their empire or global dominion. • Imperial powers saw Pacific Islanders as inferior and uncivilised in need of civilisation. 		with an example, or one reason described.	one is clearly linked to the examples.	
x.	His1.1.4.1	<p><u>Direct rule</u></p> <ul style="list-style-type: none"> • Mistrust and tensions between locals and foreigners • Local culture and opinions were not considered. • No preparation of future local leaders <p><u>Indirect rule</u></p> <ul style="list-style-type: none"> • Locals included in the decision-making or operation of the country, to an extent. • Preparation of future local leaders • Local leaders were not liked by everyone (due to jealousy or tribal warfare/skirmishes), exacerbating tensions between locals 	One impact stated.	Two impacts listed or one impact with an example stated or one impact described.	Two or more impacts stated and evaluated as either positive or negative.	Two or more impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

STRAND 2: Changes in the Balance of Power in the Pacific, 1914-1945

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
2.1a	His2.1.3.1	At the end of WWI, the League of Nations specified in the South Seas Mandate which territories of Germany would go to who. As a result of this, Japan had secured the western Pacific Islands lying north of the equator, namely areas in Micronesia such as the Federated States of Micronesia, Marshall Islands, Palau, and the Northern Mariana Islands.	One main idea stated.	Two main ideas listed, or one main idea described or stated with an example.	Two or more ideas linked directly to each other and specific examples.	
2.1b	His2.1.2.1	<ul style="list-style-type: none"> Change in colonial powers administering colonies, e.g., League of Nations Mandate – Germany territories to NZ (Samoa), Australia (New Guinea), Japan (most of Micronesia) and Britain (Nauru), etc. Change in leadership adopted by the colonisers, e.g., direct ruling to indirect ruling as in Samoa, etc. Owing to the above, change in political and administrative roles of natives, e.g., chiefs given more authority as in the case of Fiji where chiefs and subchiefs collected taxes and became policemen, etc. 	Only one administrative change stated.	Two administrative changes listed.		
2.1c	His2.1.1.5	<ul style="list-style-type: none"> World War II or war Bombing of Pearl Harbour 	Relevant major event stated.			
2.1d	His2.1.4.6	<ul style="list-style-type: none"> Australia, Great Britain, NZ and America were suspicious of Japanese motives, assuming that they were likely planning regional expansion via war. Influx of Japanese immigration – affecting population figures, culture and language, etc. Land and other relevant policies that affect indigenous sovereignty of the Micronesian peoples. 	One social impact stated.	One social impact described, or one social impact stated with an example.	One social impact explained with a direct link to its cause. Uses an example.	One social impact discussed with a direct link to its causes. Uses concrete examples to justify.

STRAND 3: Impact of World War 2 in the Pacific, 1945 to Early 1960s

3.1a	His3.1.1.3	1941	1941			
3.1b	His3.1.1.1	Pearl Harbour	Pearl Harbour			
3.1c	His3.1.2.1	The bombing of Pearl Harbour by the Japanese was important because it triggered WWII. Specifically, it paved the way for the war into the Pacific.	One main idea/ importance stated.	One importance described. (i.e. 2 or more ideas)		
3.1d	His3.1.1.6	Commercial plantations and/or infrastructure destroyed.	One negative environmental impact stated.			

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
3.1e	His3.1.2.7	WWII meant that imperial powers had fought in the Pacific in attempts to retain or take away territories. Airstrikes and bombings were what caused the destruction of plantations and infrastructure, and chemicals poisoning the quality of soil.	One main idea/cause stated.	One cause described or one cause supported with an example. (2 or more ideas)		
3.1f	His3.1.3.4	<ul style="list-style-type: none"> •The reconstruction of facilities to better/restore conditions. •The training/education of locals for entrepreneurial ventures to maintain or operate an economy. •The establishment of training/education institutions for the aforementioned point. •Generally, locals given more power in controlling their own land and market compared to pre-war times. 	One positive effect stated.	One positive effect described or stated with an example.	Two or more positive effect described with direct linkage to a specific example(s).	

STRAND 4: Decolonisation in the Pacific, 1960s-1970s

Part 1

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
4.1a	His4.1.2.10	<ul style="list-style-type: none"> • Dialogue and worked with local leaders for the cause of decolonisation. • Lobbied in the General Assembly for decolonisation via various committees. 	One main idea/way stated.	One way described or one way supported with an example, or two main ideas listed.		
4.1b	His4.1.3.3	<ul style="list-style-type: none"> • Imperial powers no longer had real sovereignty over Pacific Islanders, meaning that they could not control the social, economic and cultural affairs of the country. • Due to not having overriding power, there were other ways in which they infiltrated newly independent states – neocolonialism, through foreign aid, education, foreign owned enterprise/companies, religion, etc. • Imperial powers took a back seat and would only help when called upon, e.g., NZ and Western Samoa in which NZ initially represented Samoa at international forums. 	Only one idea / effect of decolonisation stated.	Two ideas/ effects of decolonisation stated, or one effect described or one effect of decolonisation supported with an example.	Two or more effects of decolonisation described with direct links to each other and/or examples.	

STRAND 4: Decolonisation in the Pacific, 1960s-1970s

Part 2

Essay 4.2a

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
i	His4.1.1.1	'Decolonisation' – the process of gaining independence from imperial rule.	Correct definition.			
ii	His4.1.1.2	Samoa, Nauru, Tonga, Fiji, PNG, Solomon Islands, Tuvalu, Kiribati. Also accept: Cook Islands and Niue.	Imperial power identified.			
iii	His4.1.1.7	<ul style="list-style-type: none"> • Tupua Tamasese Lealofi III (Samoa) • Ratu Sir Kamisese Mara (Fiji) • Jonathan Fifi'I, Nori Nono'oohimae, Aliko Nono'oohimae (Solomon Islands) • Sir Michael Somare (PNG) <p><i>Accept other responses.</i></p>	Relevant leader stated.			
iv	His4.1.1.8	<ul style="list-style-type: none"> • Locals came into national and local governments. • Democratic elections were held to select national officials. 	Specific administrative change stated.			
v	His4.1.2.10	<ul style="list-style-type: none"> • Control of own land affairs • Control of governance and economic trade without imposed foreign intervention. • Democracy as a practice. • Education of locals in order to keep up with advances and systems of the western world. • More amicable ties and agreements with foreign powers. • Foreign aid. 	Only positive effect stated.	Two positive effects listed.		
vi	His4.1.2.5	<ul style="list-style-type: none"> • Corruption because insufficient education/training on the operation of a country. • Economic struggle – not only as a result of corruption but also of previous administrations' economic exploitation, e.g., resource over-exploitation of phosphate in Banaba • Tensions and/or coups, e.g., Fiji as a result of indigenous Fijians and Indo-Fijians' fight for equal political and land rights. • Exacerbated ethnic tensions without a domineering third party (imperial power) to prevent coups, hostile protests, etc. 	Only one negative effect stated.	Two negative effects stated.		

vii	His4.1.2.9	Specific reference to relevant events, people, etc. besides those explicitly asked.	Only one specific statement or event is stated.	Two specific events and/or statements listed.		
viii	His4.1.3.8	<ul style="list-style-type: none"> Resistance from foreign settlers, e.g., European settlers in Samoa, resulting in the Mau Rebellion. In the case of the condominium of Vanuatu, the French in particular were hesitant to give up power, while the British supported the cause. 	Only one challenge stated.	Two challenges listed or one challenge stated with an example, or one challenge described.	Two or more challenges described with direct linkage to examples.	
ix	His4.1.3.1	<ul style="list-style-type: none"> Wanted sovereignty over their own affairs and land. Maltreatment from European powers. Unfair taxes. 	Only one reason stated.	Two reasons listed or one reason stated with an example, or one reason described.	Two or more reasons are stated and each idea showing direct linkage to specific examples.	
x	His4.1.4.8	<ul style="list-style-type: none"> Instability – due to coups, e.g., Fiji. Urbanisation issues, e.g., overcrowding, pollution, etc. Corruption due to misuse of funds and inexperience of operating countries. <p><i>Accept other relevant responses.</i></p>	Only one relevant idea / impact stated.	Two relevant ideas listed or one relevant idea with an example or one relevant impact described.	Two or more relevant ideas/impacts described with direct linkage to specific examples.	Two or more relevant ideas/impacts evaluated as negative or positive with justification from specific examples.

STRAND 4: Decolonisation in the Pacific, 1960s-1970s

Part 2

Essay 4.2b

Item No.	SLO	Response	Unistructural	Multistructural	Relational	Extended Abstract
i	His4.1.1.1	'Independence' – gaining freedom from foreign influence and dominion over a country's affairs.	Correct definition.			
ii	His4.1.1.7	<ul style="list-style-type: none"> • Maasina Rule (Solomon Islands) • Mau Movement (Samoa) <p><i>Accept relevant responses.</i></p>	Relevant movement identified.			
iii	His4.1.1.4/5	<ul style="list-style-type: none"> • Tupua Tamasese Lealofi III (Samoa) • Ratu Sir Kamisese Mara (Fiji) • Jonathan Fifi'I, Nori Nono'oohimae, Alike Nono'oohimae (Solomon Islands) • Sir Michael Somare (PNG) <p><i>Accept other relevant responses.</i></p>	Relevant leader named.			
iv	His4.1.1.8	<ul style="list-style-type: none"> • United Nations Trusteeship Council • Special Committee of the 24 • UN Resolution 1514 <p><i>Accept other relevant responses.</i></p>	Relevant UN decision or action stated.			
v	His4.1.2.7	<ul style="list-style-type: none"> • Joining nationalist movements • Protesting, e.g., Samoa, Vanuatu 	One activity stated.	One activity described (with an example).		
vi	His4.1.2.10	<ul style="list-style-type: none"> • Control of own land affairs • Control of governance and economic trade without imposed foreign intervention. • Democracy as a practice. • Education of locals in order to keep up with advances and systems of the western world. • More amicable ties and agreements with foreign powers. <p>Foreign aid.</p>	One positive impact.	One positive impact described (with an example)		
vii	His4.1.2.9	Specific reference to relevant events, people, etc. besides those explicitly asked.	Only one specific statement or event is stated.	Two specific events and/or statements listed.		
viii	His4.1.3.4	<ul style="list-style-type: none"> • Corruption because insufficient education/training on the operation of a country. 	Only one negative impact stated.	Two negative impacts listed or one	Two or more impacts described with direct	

		<ul style="list-style-type: none"> • Economic struggle – not only as a result of corruption but also of previous administrations' economic exploitation, e.g., resource over-exploitation of phosphate in Banaba • Tensions and/or coups, e.g., Fiji as a result of indigenous Fijians and Indo-Fijians' fight for equal political and land rights. • Exacerbated ethnic tensions without a domineering third party (imperial power) to prevent coups, hostile protests, etc. 		negative impact with an example or one negative impact described.	linkage to specific examples.	
ix	His4.1.3.8	<ul style="list-style-type: none"> • Resistance from foreign settlers, e.g., European settlers in Samoa, resulting in the Mau Rebellion. • In the case of the condominium of Vanuatu, the French in particular were hesitant to relinquish power, while the British supported the cause. 	Only one relevant challenge stated.	Two challenges listed or one challenge listed with an example, or one challenge described.	Two or more challenges described with direct linkage to specific examples.	
x	His4.1.4.8	<ul style="list-style-type: none"> • Supportive – in the case of the British; they supported the cause for decolonisation, e.g., Fiji, etc. • Resistant – in the case of NZ European settlers in Samoa and the French in Vanuatu 	One reaction stated.	Two or more reactions listed or one reaction with an example or one reaction described.	Two or more reactions described with direct linkage to examples.	Two or more reactions evaluated as negative or positive, justified with specific examples.