

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2020

HISTORY

QUESTION AND ANSWER BOOKLET

Time Allowed: 3 Hours

INSTRUCTIONS:

- Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
- Answer **ONLY THREE (3)** questions.
Answer **QUESTION 1** and **TWO OTHER QUESTIONS** from questions **2 - 6**.

QUESTION		TOPICS	TOTAL SKILL LEVEL
		COMPULSORY	
1		COOPERATION AND CONFLICTS : INTERNATIONAL AND REGIONAL ORGANISATION	30
QUESTION 2-6	Please √ choice	OPTIONAL TOPICS	
2		MIGRATION AND EXPLORATION	20
3		LEADERSHIP	20
4		RELIGION AND BELIEFS	20
5		GOVERNMENT AND GOVERNANCE	20
6		COLONIALISM, IMPERIALISM AND CAPITALISM	20

- Use a BLUE or BLACK ball point pen only for writing. Use a pencil for drawing if required.
- If you need more spaces for answers, ask the supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
- Check that this booklet contains pages **2-51** in the correct order and that page 51 have been deliberately left blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

QUESTION 1	COOPERATION AND CONFLICTS : INTERNATIONAL AND REGIONAL ORGANISATION	<ul style="list-style-type: none"> • League of Nation • United Nations • Commonwealth of Nations • Pacific Islands Forum • Pacific Community
------------	---	---

Part A: **Photo Interpretation**

Use **Resource A** and your own knowledge to answer the following questions by putting a **CIRCLE** around the letter with the correct answer.

Resource A



SKILLING PACIFIC COMMUNITIES FOR RESILIENCE: Students at Nasau Youth Training Centre in Sigatoka work in groups to brainstorm the dangers and risks that might exist in their natural environment during times of disaster as part of the course on resilience developed by the EU PacTVET Project in collaboration with the Fiji Higher Education Commission. Media released by Geoscience, Energy and Maritime Division Photos: Fiji Higher Education Commission.

Multiple Choice:

1. Which activity, shown in **Resource A**, is related to the functions of the Pacific Community in upholding its aims and objectives?

- A. Youth Training
- B. Skilling Resilience
- C. Raise Awareness
- D. Developing environment

Skill level 1	
1	
0	
NR	

2. Which branch/ organ of the Pacific Community is responsible for organising the event/ activity in **Resource A**?

- A. EQAP
- B. FAME
- C. CCES
- D. GEM

Skill level 1	
1	
0	
NR	

Part B: Resource Interpretation

Use **Resource B** and your own knowledge to answer the following questions.

Resource B



Tonga 1951 Treaty of Friendship SG 97 Fine Mint

Source: © Copyright 2015-2020 Commonwealth Stamp Store

3. Describe the objectives of the Commonwealth of Nations as depicted in **Resource B**.

Skill level 2	
2	
1	
0	
NR	

Part C: Cartoon Interpretation

Use **Resource C** and your own knowledge to answer the following questions.

Resource C



"The Versailles Treaty, the Big Three and the Paris Peace Conference."

6. Describe the outcome of the event illustrated in **Resource C**.

Skill level 2	
2	
1	
0	
NR	

Part E:**Essay Item**

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Explain the reasons behind the change in the South Pacific Forum to the Pacific Island Forum and evaluate the advantages of the change to member countries in terms of its aims and objectives.

REASONS such as:

To be more inclusive;

- to better account for areas outside the south Pacific
- spanning membership of both north and south Pacific
- Including Australia.

ADVANTAGES which is holistic such as;

- enhance the economic and social well-being by fostering cooperation
- collective security
- significant aid donors
- big markets for exports



Assessor's Use Only

SLO Skill Level	4		Extended Abstract	3		Relational	3		Relational
	4		<p>4 *EVALUATION is accurate, relevant and fully developed and show concise, accurate and relevant use of historical examples and evidence to show ADVANTAGES.</p> <p>3 *Ideas are accurate and relevant but not fully developed.</p> <p>2 *Some relevant ideas/ superficial.</p> <p>1 *Few relevant ideas/ weak.</p> <p>0 *No relevant ideas/ incorrect / No response.</p>	3		<p>3 * DESCRIPTION of REASONS is mostly correct and appropriate use of historical terms, dates, names, places and references.</p> <p>2 *Some reason are correct</p> <p>1 *Few reason are correct/ weak</p> <p>0 *Incorrect/ poor/ No response.</p>	3		<p>3 *Clear and effective expressions of knowledge</p> <p>*Full names, proper title and correct spelling are given.</p> <p>*clear and concise organisation and structure.</p> <p>2 *Some organisation/ names and titles partly given.</p> <p>1 *Little organisation, lack names/ titles</p> <p>0 *No organisation/ incorrect/ poor/ No response.</p>
	3			2			2		
	2			1			1		
	1			0			0		
	0			NR			NR		
	NR								

QUESTION 2	MIGRATION AND EXPLORATION	Resettlement of the Pacific Islands: Origin of different migrant people in Tonga, Europeans, Asians and others. Exploration and Re-discovery of the Pacific Islands.
------------	---------------------------	--

Part A: Photo Interpretation

Use **Resource A** and your own knowledge to answer the following questions by putting a **CIRCLE** around the letter with the correct answer.

Resource A

PREMA & SONS LIMITED

ESTABLISHED 1950



PRESENT DAY TODAY



The development that occurred in the Prema & Sons Limited since its establishment in 1950.

Reference:
<http://www.findglocal.com/TO/Nuku%60alofa/321752447862877/Prema-and-Sons>
<https://www.facebook.com/pg/Prema-and-Sons-321752447862877/posts/>

Multiple Choice:

1. Which of the following is the main immigrant group of **Resource A**.
 - A. Europeans
 - B. Chinese
 - C. Indians
 - D. Fijians

Skill level 1	
1	
0	
NR	

2. Which of the following immigrant group believes that familial relationships form the backbone of social structure?

- A. Chinese
- B. Indians
- C. Muslims
- D. Europeans

Skill level 1	
1	
0	
NR	

3. Identify the key area of life in Tonga in which the immigrant group in **Resource A** continued to play a role in.

- A. Commercial Farmers
- B. Public Servants
- C. Politicians
- D. Business owners

Skill level 1	
1	
0	
NR	

4. Which of these immigrant groups started settling in Tonga in 1974 and had stayed on until the present?

- A. Europeans
- B. Chinese
- C. Indians
- D. Fijians

Skill level 1	
1	
0	
NR	

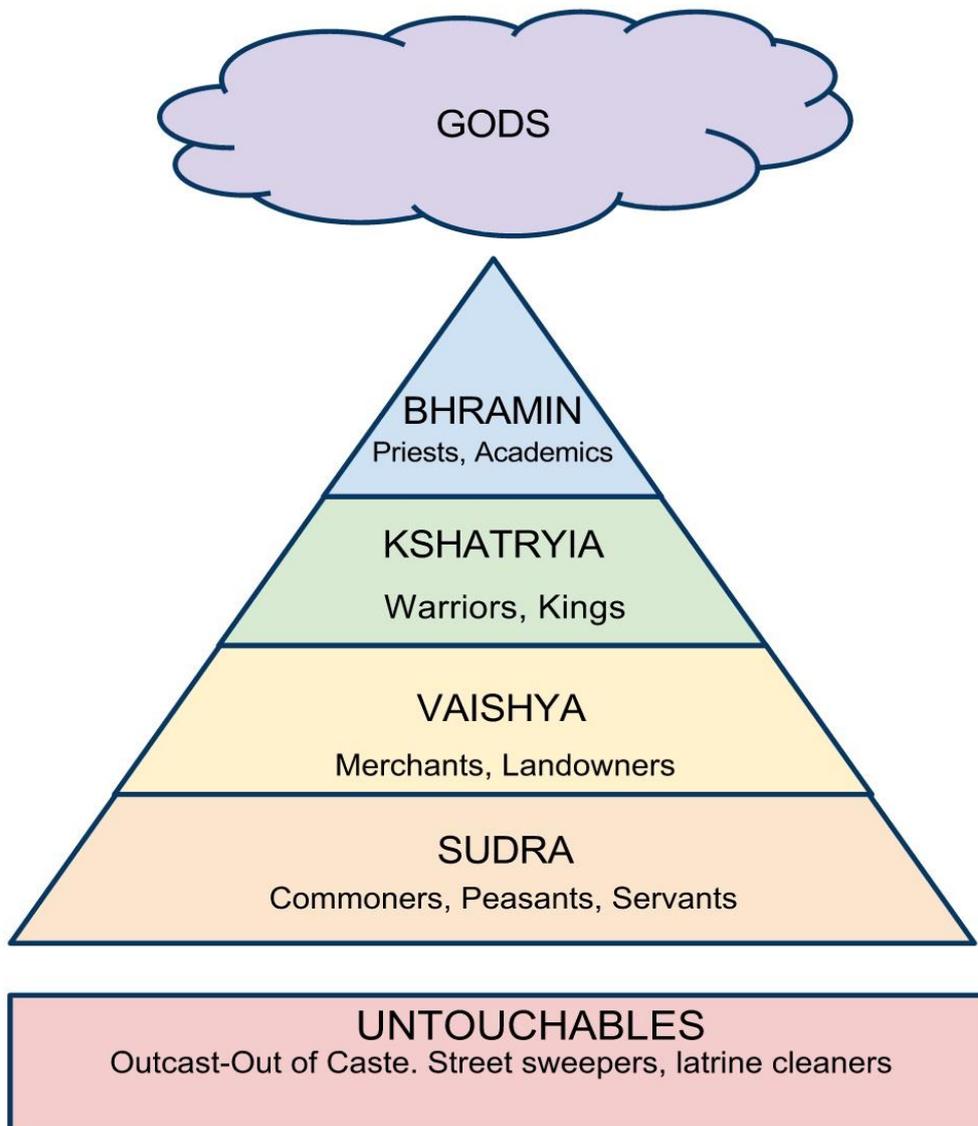
5. **Resource A** is a secondary source according to the information provided. Which part of **Resource A** justifies this?

- A. Title
- B. Photograph 1
- C. Photograph 2
- D. References

Skill level 1	
1	
0	
NR	

Part B:**Resource Interpretation**

Use **Resource B** below and your own knowledge to answer the following questions.

Resource B**Caste System in India**

Source: <https://sites.google.com/a/lubbockisd.net/ap-world-history-4/home/chapters-3-5>

6. Describe the Indians' perspectives about the rights of individuals and the society.

Skill level 2	
2	
1	
0	
NR	

7. Explain your understanding of Tonga that is similar to the migrant's views and beliefs depicted in **Resource B**.

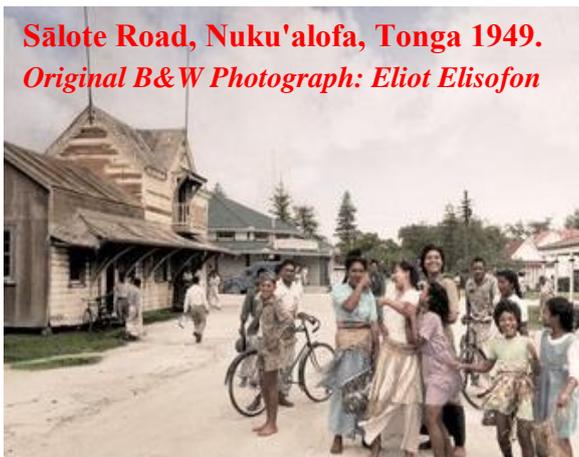
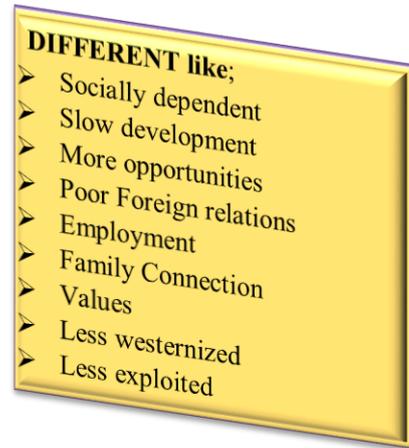
Skill level 3	
3	
2	
1	
0	
NR	

Part C:

Essay Item

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

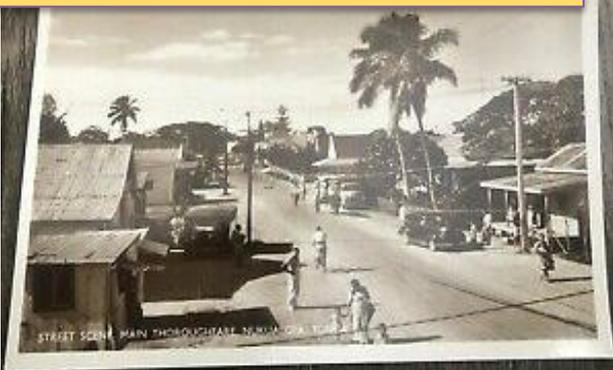
Explain three changes that were caused by migrants coming into Tonga and evaluate how things could have been different in Tonga if there were no migrants.

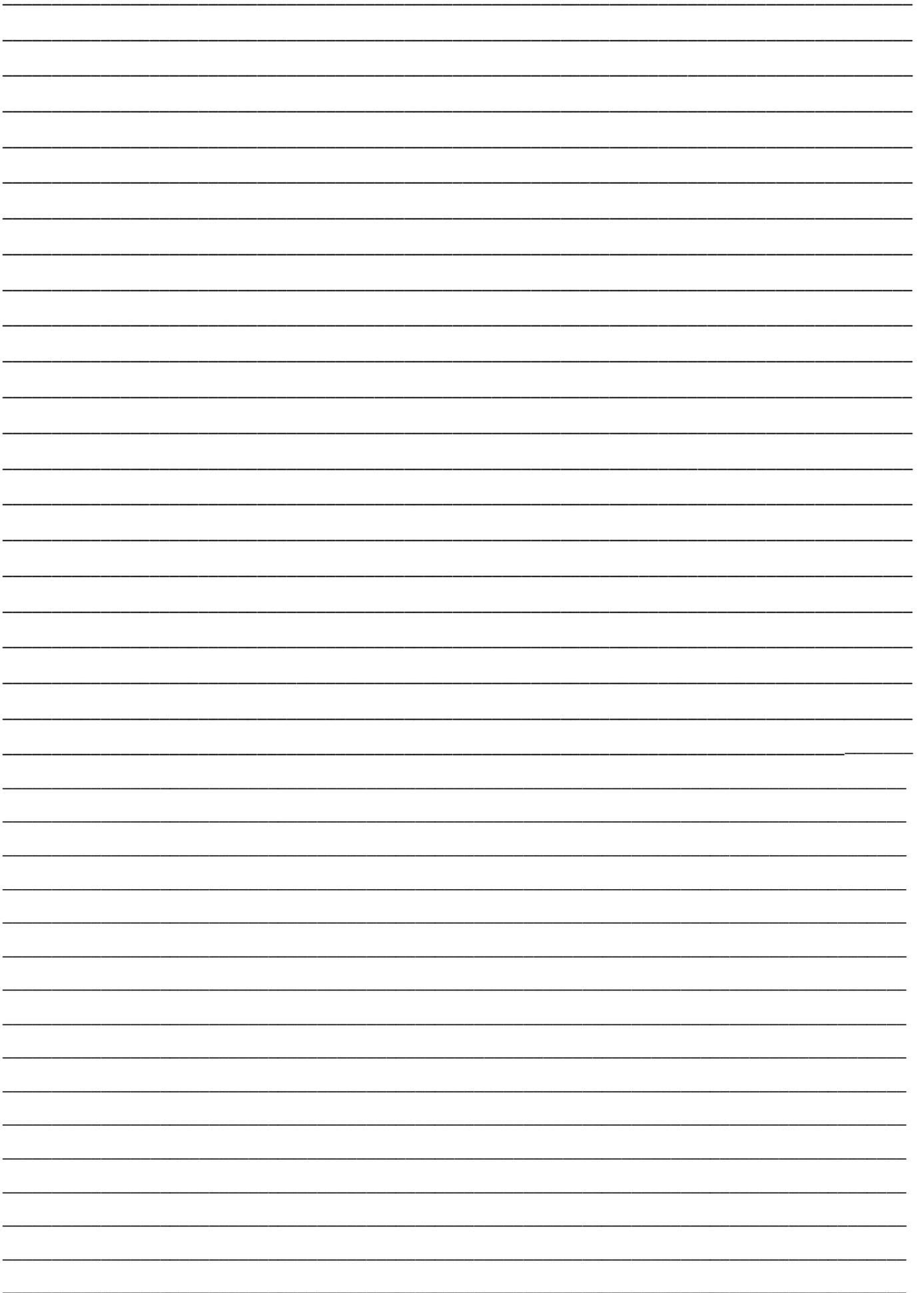


The St. George Building recently constructed in the colonial style. February 24, 2019 HAL World

Taufa'ahau road 1900, Nuku'alofa

<https://picclick.com/Stamps/British-Colonies-Territories/Tonga-1900-70/>





2. What was the significance of this war as presented in **Resource A** to Taufa'ahau's quest for unity?

- A. Secured his position as the ruler of Ha'apai
- B. It was the last war of Taufa'ahau
- C. He became Tu'i Vava'u
- D. He became Tu'i Kanokupolu

Skill level 1	
1	
0	
NR	

3. Who was the most formidable rival and threat to the leadership of Tupou I in Tongatapu?

- A. Laufileitonga
- B. Ha'a Havea
- C. The LMS
- D. The heathens

Skill level 1	
1	
0	
NR	

4. The battle depicted in **Resource A** was also known as the "Wars of Religion" in Tongatapu in 1852. Which religions beliefs was this war referring to?

- A. Catholicism vs Heathens
- B. LMS vs Protestants
- C. Heathens vs Missionaries
- D. Catholicism vs Protestants

Skill level 1	
1	
0	
NR	

5. Which of the following was considered the last but the most important achievement of Tupou I in his quest for unity and independence as a leader?

- A. Tukufonua
- B. Vava'u Code of Law
- C. Constitution of Tonga
- D. Emancipation Edict

Skill level 1	
1	
0	
NR	

Part B:**Visual Interpretation**

Use **Resource B** below and your own knowledge to answer the following questions.

Resource B**VAVA'U CODE OF LAW 1839**

Clause 1
LAWS OF
PROHIBITION

- Murder, Theft, Adultery
- Fornication, sell Ardernt spirit
- Abortion, Suicide etc

Clause 2
CHRISTIAN
RELIGION

- Sabbath **MUST** be kept holy
- Do not disturb worship
- Do not insult a minister or congregation

Clause 3
LIMITING THE
POWER OF THE
CHIEFS

- Govern your own people only and love them
- Mind that the labour to support the government as of their chief
- Give each one land to support their family and the cause of God.

Clause 4
QUARRELS AND
WAR

- My people should live in great peace
- No quarrelling, backbitting, no war
- They can work for chiefs but only willingly without force

Clause 8
LIGHT OFFENCES

- Do not get drunk & cause disturbances
- Aman that leaves his wife and escape, wife can obtain his plantation and property
- A woman left her husband will be brought back and will be unlawful for her to marry as long as husband still lives.

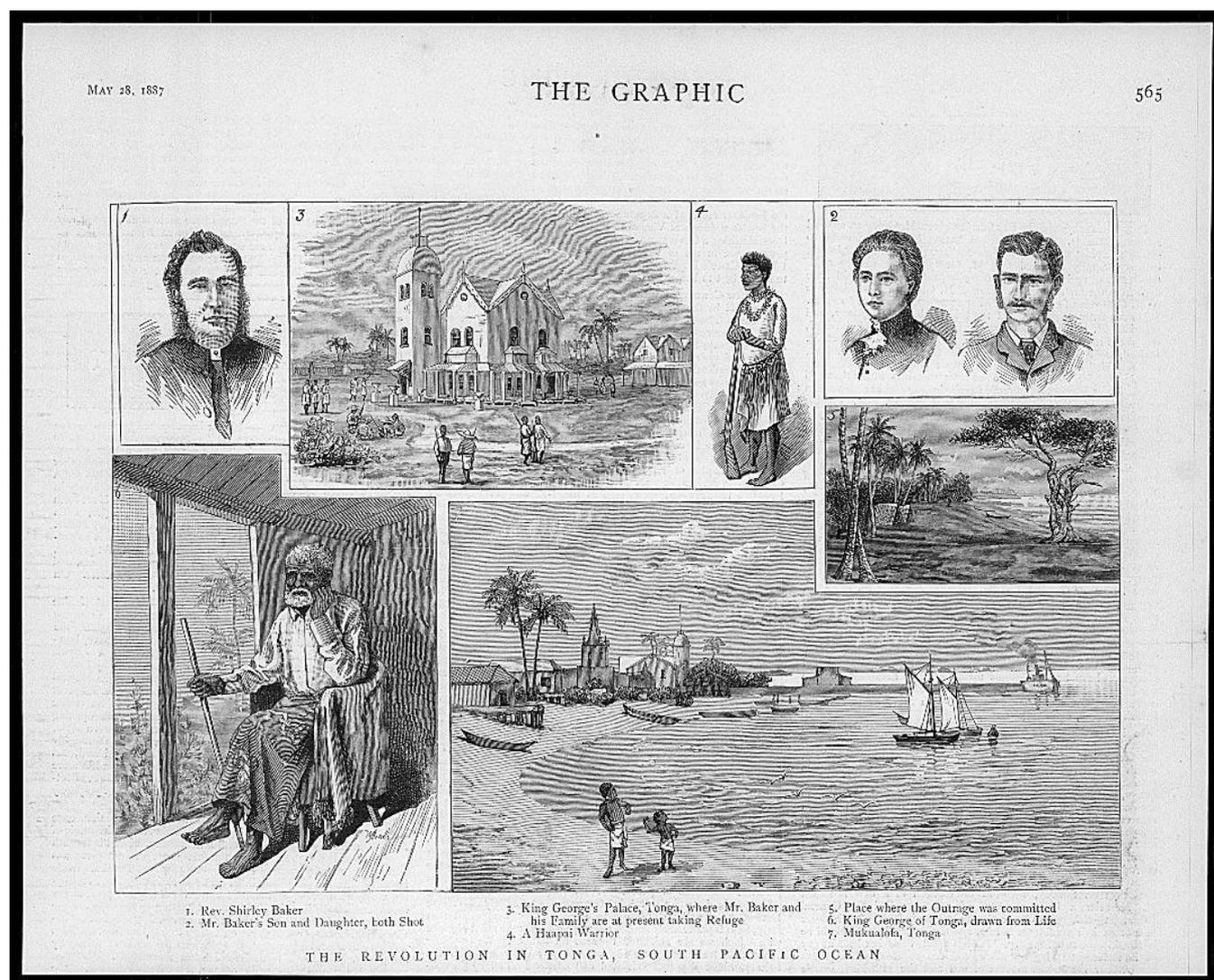
This is a brief outline of the 8 clauses of the VAVA'U CODE OF LAW leaving Clause 5 - 7.
This was taken from; SECTION 4: **KING GEORGE TUPOU I AND THE DEVELOPMENT OF PARLIAMENTARY GOVERNMENT AND THE RULE OF LAW.**

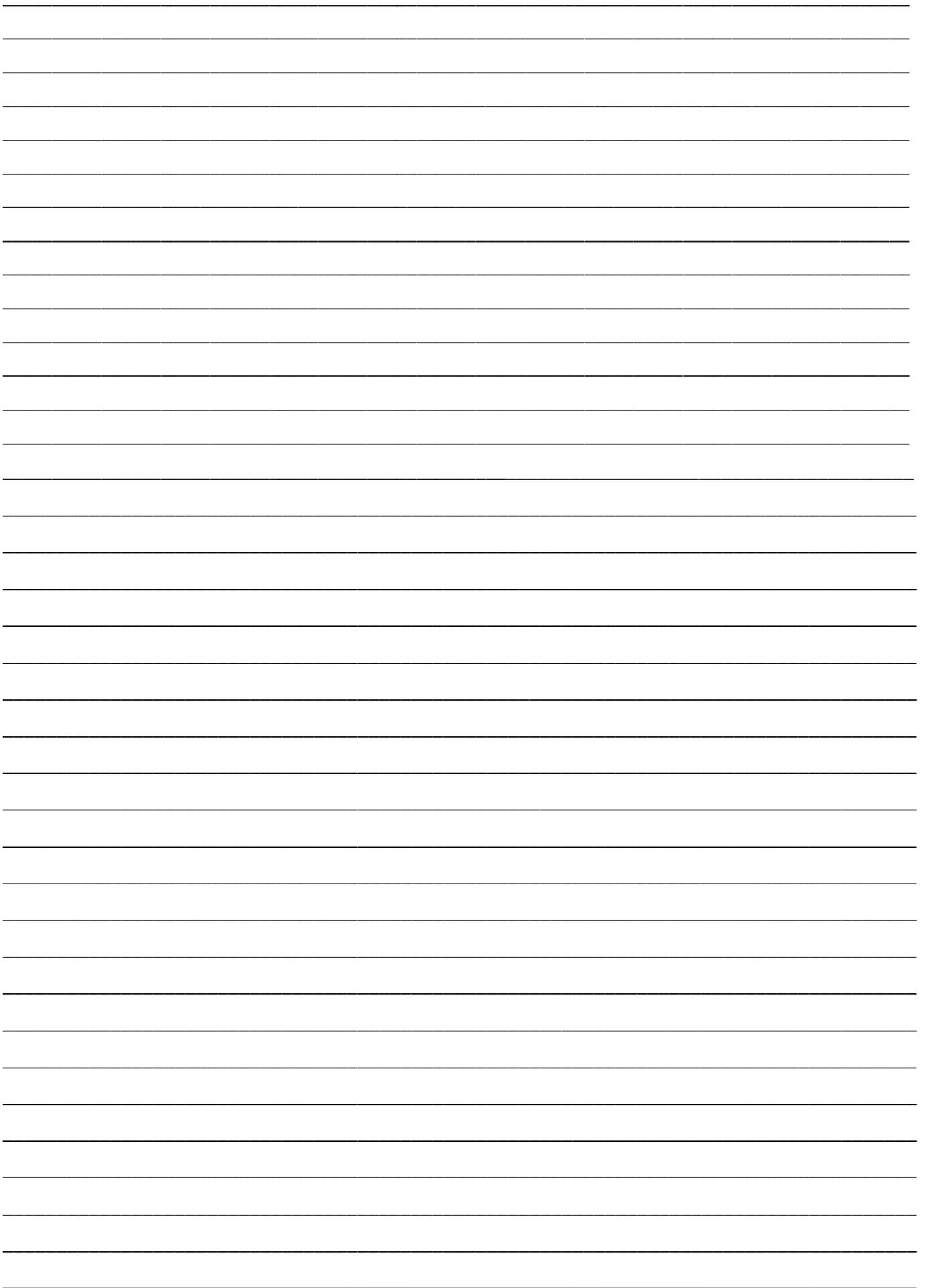
Part C:

Essay Item

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Explain three roles that the missionaries played in Tupou 1's quest for unity and evaluate their contributions to Tupou 1's unification of Tonga.





QUESTION 4	RELIGION AND BELIEFS	Christianity in Tonga
------------	----------------------	-----------------------

Part A: Resource Interpretation

Questions 1–5 refer to the excerpt below.

Use **Resource A** and your own knowledge to answer the following questions by putting a **CIRCLE** around the letter with the correct answer.

Resource A



This model demonstrates how our beliefs are based on our worldview (or are an element of our worldview) and that our values are built on our beliefs.

Source: <https://robwesterlund.com/2015/03/17/what-in-the-world-is-a-worldview/>

Multiple Choice:

- Which of the following is **NOT** an example of any of the “**WORLDVIEW**”?
 - People are free agents who have control over their choices and actions.
 - Someone who always thinks about the practical side of things and doesn't worry about theory or ideology.
 - People who are inclined to face facts and be practical rather than imaginative or visionary
 - People who are employed to work and contribute for the family needs and wants.

Skill level 1	
1	
0	
NR	

2. According to **Resource A**, when people are acting according to their values what does their behavior reflect?

- A. religion, media, worldview
- B. philosophy, values, beliefs
- C. beliefs, worldview, values,
- D. worldview, beliefs, religion

Skill level 1	
1	
0	
NR	

3. Which of the following does not contribute to shaping “Worldview” according to **Resource A**?

- A. Beliefs
- B. Philosophy
- C. Religion
- D. Friends

Skill level 1	
1	
0	
NR	

4. Which of the following events is related to the transformation of the Tongan society to Christianity?

- A. The ‘Inasi Ceremony
- B. Tukufonua ‘i Pouono
- C. Establishment of Tupou College Toloa
- D. Civil War in Tonga

Skill level 1	
1	
0	
NR	

5. In what year did Christianity arrive in Tonga?

- A. 1616
- B. 1797
- C. 1822
- D. 1826

Skill level 1	
1	
0	
NR	

Part B:

Resource Interpretation

Use **Resource B** below and your own knowledge to answer the following questions.

Resource B

Religious and cultural motives

- European countries also wanted to spread their religious beliefs and cultures that they believed are superior to natives ones.



6. Describe **ONE** way where the aims or purposes of spreading Christianity in Tonga were put into effect.

Skill level 2	
2	
1	
0	
NR	

7. Explain **ONE** reason for the introduction of Christianity into Tonga as depicted in **Resource B**.

Skill level 3	
3	
2	
1	
0	
NR	

Part C:**Essay Item**

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Discuss THREE advantages of the changes that Christianity has brought into the Tongan society and evaluate the factors that led to the transformation and spread of Christianity in Tonga.



TUKU-FONUUA-KI-LANGI

“ ‘E ‘OTUA KO E TAMAI, ‘OKU OU TUKU ATU HOKU FONUÁ, MO HOKU KAKAI, MO KINAUTOLU ‘E MUIMUI MAI ‘I HOKU TU’Á KE MALU’I MAI MEI LANGI NA.”

FU’UTOA
KO TUKU
KI LANGI



Taufa’ahau, Ngingingiofolanga, ‘Uluakifaa
Kigi Jiaosi Tubou I

FU’U ‘OVAVA
KO TAUHI
KI AI

“KO ENA ‘ENE LOTU, KAUIA HO’O LOTU TAAU MA’U, KO ENA HONO ‘IMISI, ‘AIIA KI HO LOTÓ, HO’O ‘OFA MO E MANATU KI ‘ANEAFI MO E KAMATA’ANGA ‘O E MO’UI”
(Rev. Pastor Viliami Sau)

‘OKU ‘AUHA HOKU KAKAI KO E MASIVA ‘ILO

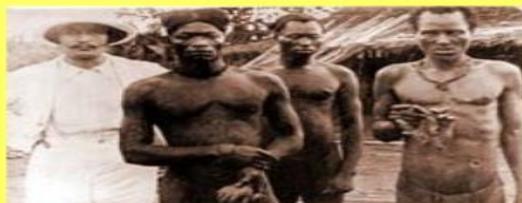
“Ko au Siaosi, ‘oku ou fakaha atu ki he hou’eiki ‘o e ngaahi tapa kehekehe, pea pehé foki ki hoku kakai hono kotoa, fakatauange ke mou fiefia ai, pea mou fiemalie ai, ‘oku ‘a e ‘Otuá ‘a Hevani mo mamani, kuo fokotu’u ia ke fakahoko atu kiate kimoutolu: ko e Tu’i ‘o e ngaahi Tu’i mo e ‘Eiki ‘o e ngaahi ‘Eiki, ‘oku tau ‘i he malumalu ‘o hono ongo to’ukupú”

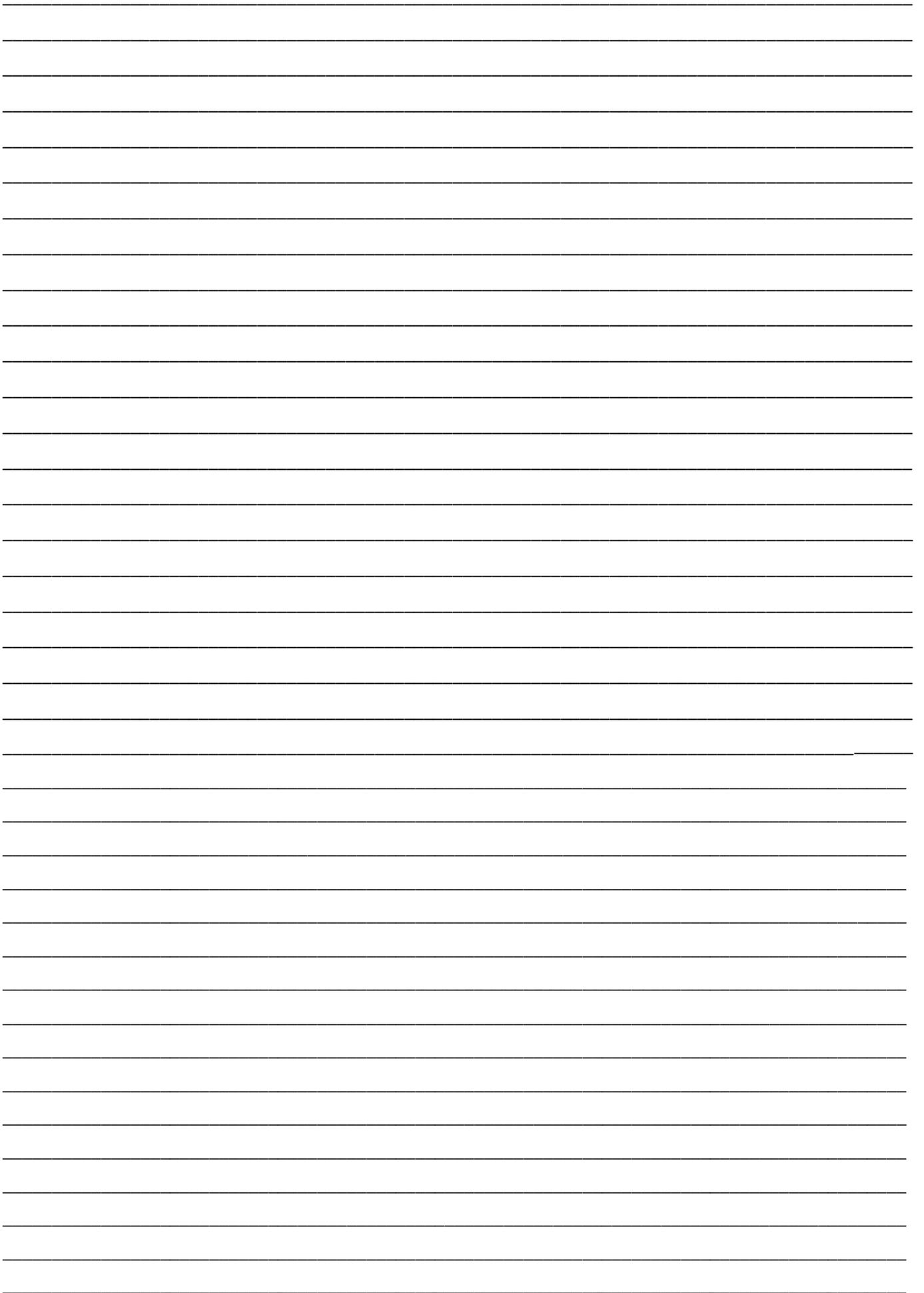
‘Aho 20 Novema 1839
Pouono, Neiafu, Vava’u Lahi

Cultural Motives

Open new lands to Christian missionaries.

To fulfill a civilizing mission (the White Man’s Burden).





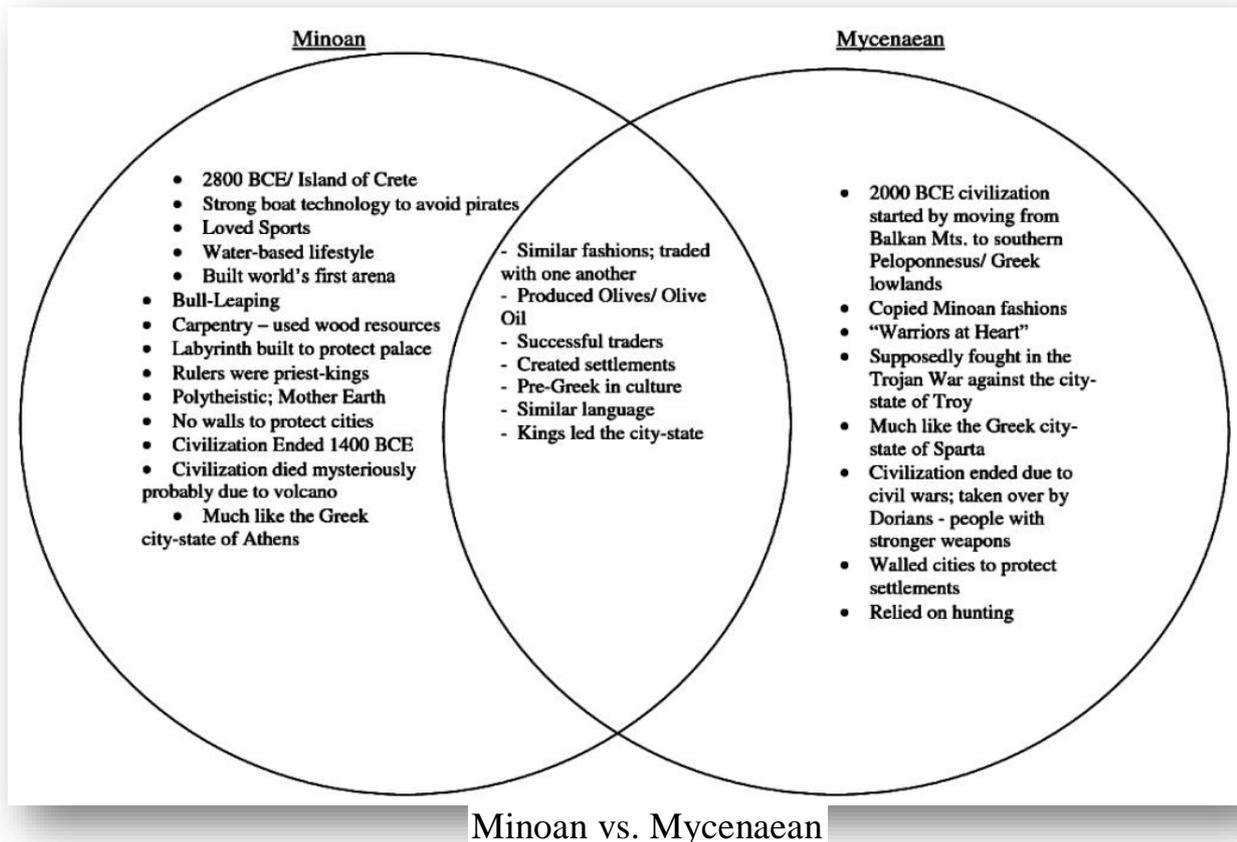
QUESTION 5

GOVERNMENT AND
GOVERNANCE

Ancient Government in Greece

Part A: Resource Interpretation

Use **Resource A** and your own knowledge to answer the following questions by putting a **CIRCLE** around the letter with the correct answer.

Resource A

Source: <https://i.pinimg.com/originals/ac/d3/90/acd3906b6b8f48e2b36d8b376c304110.jpg>

Multiple Choice:

1. Which of the following is a result of good governance from the Minoan Civilization that continues over time into the Mycenaean Civilization as portrayed in **Resource A**?
- A. Development of trade
- B. Relied on hunting
- C. Loved sports
- D. Warriors at heart

Skill level 1	
1	
0	
NR	

2. Identify **ONE** change to the functions of government in the Mycenaean Civilization that differs from that in Minoan Civilization as shown in **Resource A**.

- A. Created Settlement
- B. Rulers were Priest-King
- C. King led City States
- D. Walled Cities for protection

Skill level 1	
1	
0	
NR	

3. Identify one function of government in Ancient Greece that have continued over time as depicted in **Resource A**.

- A. Walled Cities for protection
- B. King led City States
- C. Poly-theistic
- D. Rulers were Priest-King

Skill level 1	
1	
0	
NR	

4. Which form of government was known in Greece between the Mycenaean periods – 500s as shown in **Resource A**?

- A. Monarchy
- B. Oligarchy
- C. Democracy
- D. Tyranny

Skill level 1	
1	
0	
NR	

5. Which of the following is the best source of information on types of government in Greece between the Mycenaean periods, 600 – 500 B.C.

- A. Artefacts
- B. Arts
- C. Music
- D. Text books

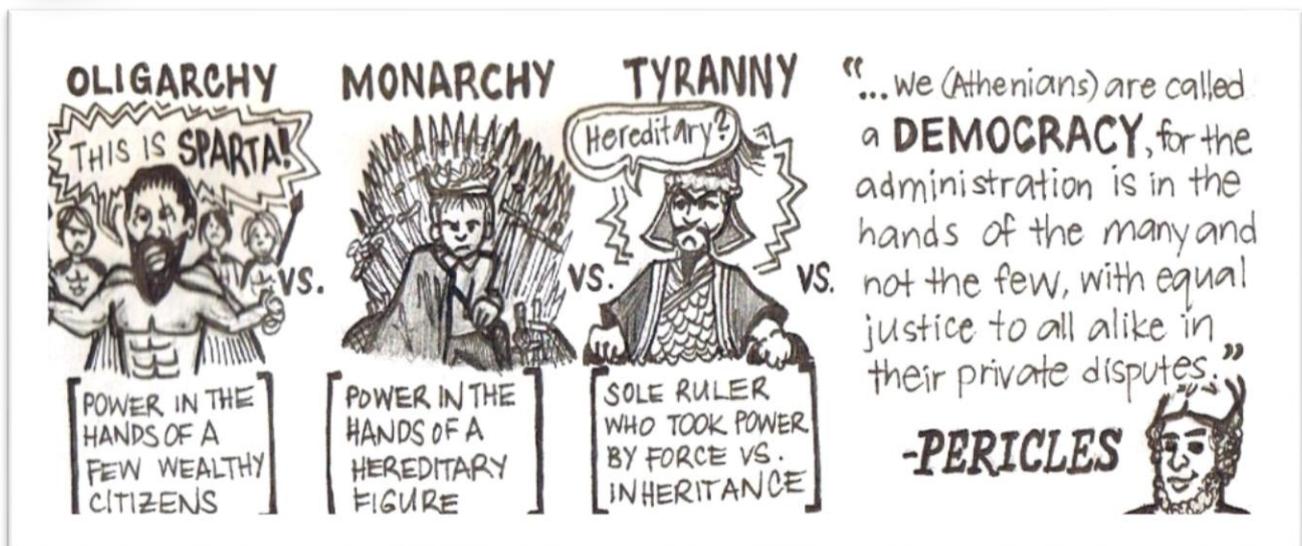
Skill level 1	
1	
0	
NR	

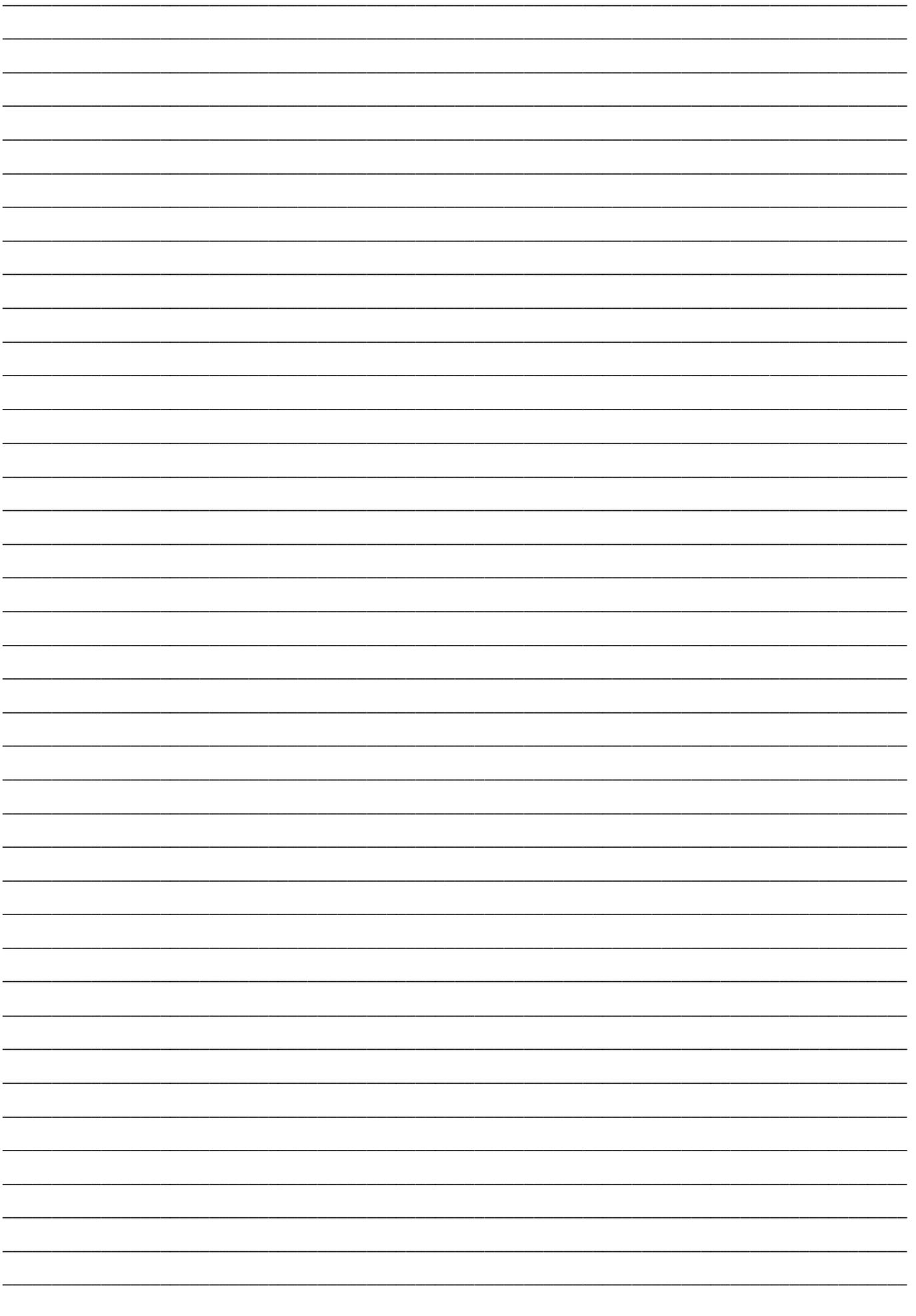
Part C:

Essay Item

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Discuss **THREE** causes of the changes in the ancient Greek government and evaluate how they became turning point in the ancient Greek government.





QUESTION 6	COLONIALISM, IMPERIALISM AND CAPITALISM	Fiji : From Colonialism to Independence 1874 - 1970
------------	---	--

Part A: Visual Interpretation

Questions 1–5 refer to the excerpt below.

Use **Resource A** and your own knowledge to answer the following questions by putting a **CIRCLE** around the letter with the correct answer.

Resource A

- | | |
|---|---|
| A | <ul style="list-style-type: none"> • a policy of extending a country's power and influence through colonization, use of military force, or other means. |
| B | <ul style="list-style-type: none"> • the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. |
| C | <ul style="list-style-type: none"> • an understanding that believes that the owner of capital can do his business to gain maximum profit. |
| D | <ul style="list-style-type: none"> • the formal giving up of rights, property, or territory by a state. |

Source: <https://weku.io/community-deals/@sunbahri/differences-in-colonialism-and-imperialism-capitalism-mercantilism-and-the-industrial-revolution-part-2>

Multiple Choice:

Use the letters **A- D** in **Resource A** to answer the following questions.

1. Which process (**A-D**) in **Resource A**, did Fiji go through and got swept under the wave of imperialism and become a colony?

- A. D
B. C
C. B
D. A

Skill level 1	
1	
0	
NR	

2. Which definition in **Resource A** best defines CAPITALISM?

- A. A
B. B
C. C
D. D

Skill level 1	
1	
0	
NR	

3. What is IMPERIALISM?

- A. A
B. B
C. C
D. D

Skill level 1	
1	
0	
NR	

4. Which of these best describes COLONIALISM?

- A. A
B. B
C. C
D. D

Skill level 1	
1	
0	
NR	

5. Which description is befitting of the word CESSION?

- A. A
B. B
C. C
D. D

Skill level 1	
1	
0	
NR	

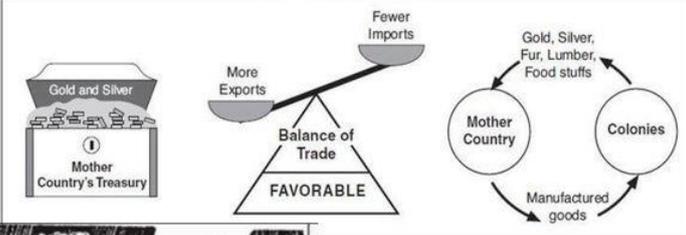
Part B:**Resource Interpretation**

Use **Resource B (1)** and **B (2)** below and your own knowledge to answer the following questions.

Resource B (1)

Mercantilism

A European View



The diagram illustrates the mercantilist perspective. On the left, a treasure chest labeled 'Gold and Silver' sits atop a box for the 'Mother Country's Treasury'. In the center, a balance scale is tilted towards 'More Exports' and 'Fewer Imports', with the base labeled 'Balance of Trade' and 'FAVORABLE'. On the right, a circular flow shows 'Gold, Silver, Fur, Lumber, Food stuffs' moving from Colonies to the Mother Country, and 'Manufactured goods' moving from the Mother Country to Colonies.



A political cartoon depicting a Queen, representing the Mother Country, seated on the left. She is being presented with three trays by women representing colonies. The trays are labeled 'GOLD & SILVER', 'FOODSTUFFS', and 'RAW MATERIALS'. Each woman has 'COLONY' written on her dress.

Mercantilism is an economic policy that is planned to capitalize on the exports and decrease the imports for an economy. It promotes imperialism on traded goods to achieve that goal.

Resource B (2)

The mother country

- From the 1850s onwards the British still had massive influence however the colonies in Australia were lead by established Australians.
- This was the trend up until the 1890's when many Australians including colony leaders wanted to become a recognised nation
- In 1901 Australia became a nation



Part C:

Essay Item

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

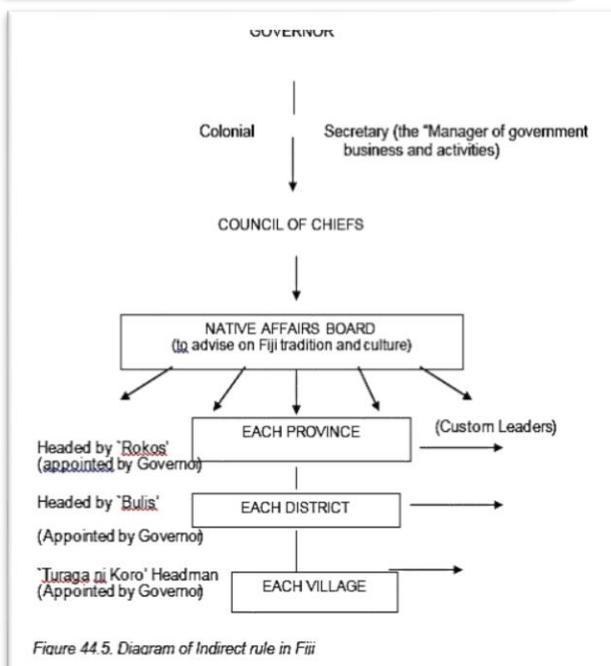
Explain THREE reasons for changes to the constitution of Fiji and evaluate the changes that evolved.

REASONS like;

- Multi-racism/ Ethnicity/ Population
- Partnership among Fijian Communities
- Peaceful Co-existence in Fiji
- Weak economic position
- Threat to political status
- Increasing Education
- UN Interventions

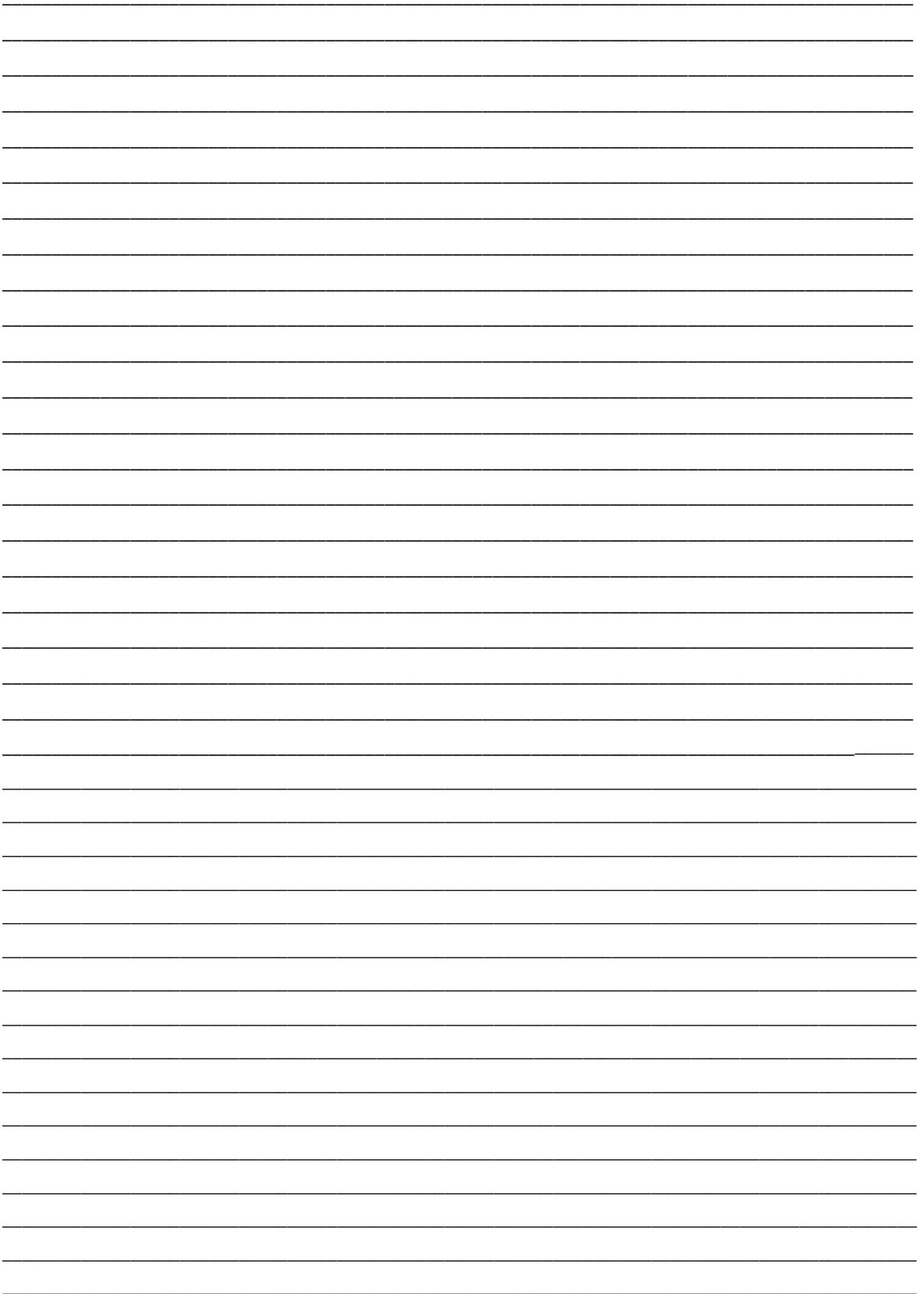
CHANGES such as;

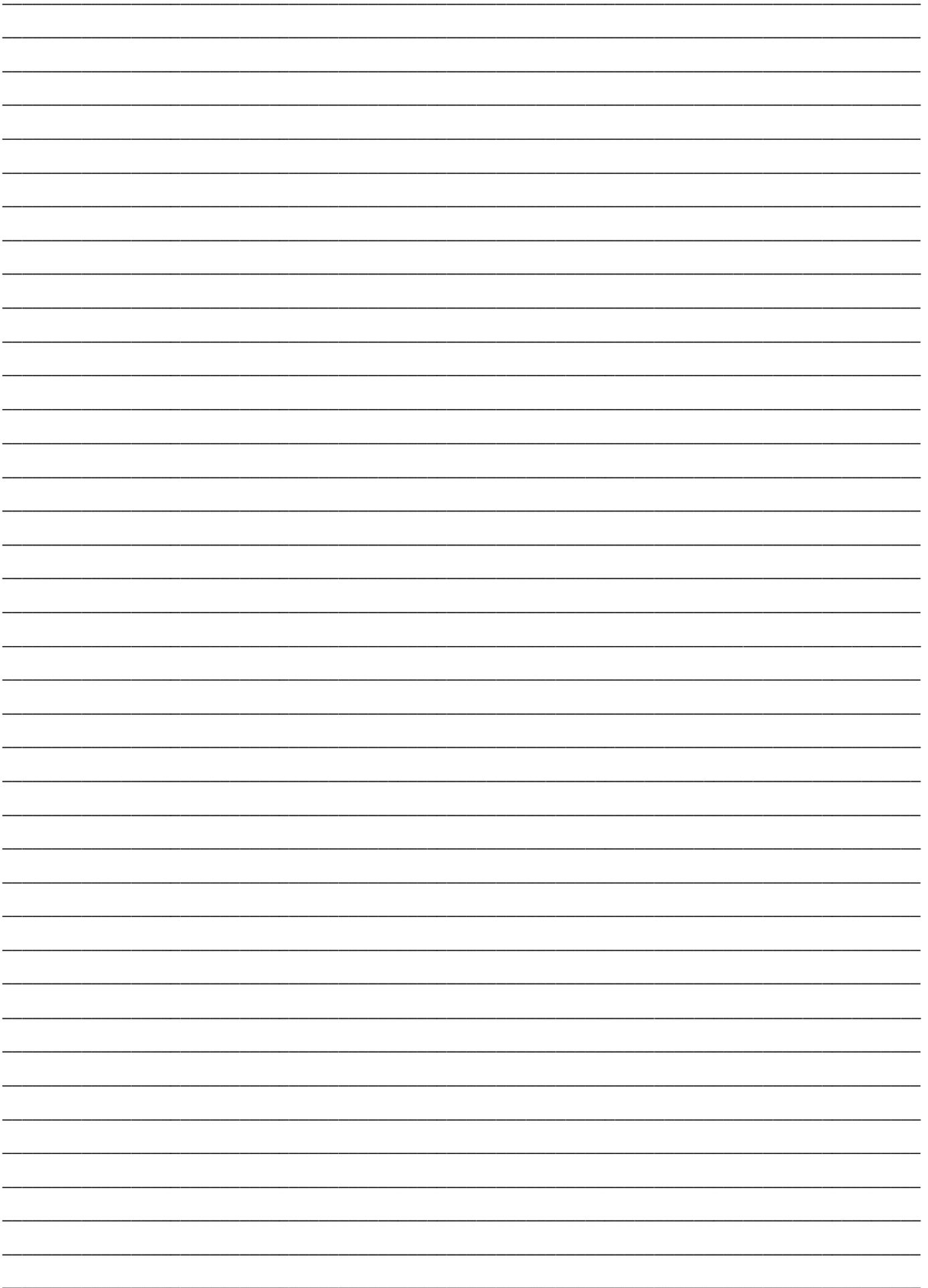
- Colonial Administration
- Native Administration/ Fijian Association
- Alliance Party
- National Federation Party
- Government Structure
- Parliament System



and thought through. These issues were put to the Fijian Association by its President, Ratu Sir Kamisese Mara, in June 1969:

What we must ask ourselves is whether the present constitution gives Fijians an adequate political share. Is it adequate for the future where we shall have to assume the responsibility of leadership that we have long grown accustomed to leave with the United Kingdom? What is our view about communal seats? What is our view about cross voting? Do we want to extend it? Is there a virtue in two chambers? Perhaps a second house will give better examination of legislation, representation of minorities and the opportunity for people who might not otherwise get in. How big should Parliament be remembering there must be ministers and backbenchers to be provided? What are our views on the common roll? What about a republic? What do we think about a Head of State? If we have one, should he be a constitutional monarch or president with powers? These are just some questions; there will be others. Our guiding principle should be to produce a constitution we sincerely and honestly believe will provide for future peace and prosperity for all in future generations. This needs vision, leadership and a means of assertion and generosity.'





SLO Skill Level	4		Extended Abstract	3		Relational	2		Multi-Structural	1		Uni-Structural			
	4		<p>4 *EVALUATION is accurate, relevant and fully developed and show concise, accurate and relevant use of historical examples and evidence to show CHANGES and how they evolve.</p> <p>3 *Ideas are accurate and relevant but not fully developed.</p> <p>2 *Some relevant ideas/ superficial.</p> <p>1 *Few relevant ideas/ weak.</p> <p>0 *No relevant ideas/ incorrect No response.</p>			<p>3 * EXPLANATIONS of REASONS are mostly correct and appropriate use of historical terms, dates, names, places and references</p> <p>2 *Some are correct</p> <p>1 *Few are correct/ weak</p> <p>0 *Incorrect/ poor No response.</p>			<p>2 *Some organisation</p> <p>1 *Little organisation,</p> <p>0 *No organisation/ incorrect/ poor No response.</p>			<p>1 * Full names, proper titles and correct spelling are given</p> <p>0 *Incorrect poor No response.</p>			
	3			3											
	2			2				2							
	1			1				1						1	
	0			0				0						0	
	NR			NR				NR						NR	

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK