

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE 2025

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.
- This paper consists of **SIX QUESTIONS** and is out of 70 weighted scores.
- Answer **ONLY THREE (3)** questions. The **COMPULSORY** question and **TWO (2)** from the **OPTIONAL** Strands of your choice.

QUESTION	STRANDS		TOTAL SKILL LEVEL
	COMPULSORY		
ONE	COOPERATION AND CONFLICT: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990s		26
TWO-SIX	Please √ choice	OPTIONAL the TWO (2) options of the Questions you are answering.	
TWO		MIGRATION AND EXPLORATION	22
THREE		LEADERSHIP	22
FOUR		RELIGION AND BELIEFS	22
FIVE		GOVERNMENT AND GOVERNANCE	22
SIX		COLONIALISM, IMPERIALISM AND CAPITALISM	22
		TOTAL	70

- Write your answers in the spaces provided in this booklet.
- Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
- If you need more space 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 contain pages **2-51** in the correct order and that pages 49-51 have been deliberately left blank.

**YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE
THE EXAMINATION ROOM.**

COMPULSORY: YOU MUST ANSWER QUESTION ONE

QUESTION ONE: COOPERATION AND CONFLICT:

THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945 – 1990s

PART A: RESOURCE INTERPRETATION

Use **Resource A** and your own knowledge to answer the questions that follow.

Resource A



1. Refer to **Resource A**, identify the country that proposed the “Marshall Plan” foreign policy.

Skill level 1	
1	
0	
NR	

2. Explain how the Marshall Plan shaped the Post-War world.

Skill level 3	
3	
2	
1	
0	
NR	

3. Describe Russia's response to the Marshall Plan.

Skill level 2	
2	
1	
0	
NR	

PART B: CARTOON INTERPRETATION

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

Resource B



Source: <https://dcmp.org/media/16503-de-stalinization-the-secret-speech>

1. Define the historical concept of “*De-Stalinization*”.

Skill level 1	
1	
0	
NR	

2. Name the Soviet leader that delivered the ‘Secret Speech’ referred to in **Resource B**.

Skill level 1	
1	
0	
NR	

3. Identify **ONE (1)** common internal problem experienced by the satellite states during the Cold War era.

Skill level 1	
1	
0	
NR	

2. Identify the number of casualties in South Vietnam during the Vietnam War.

Skill level 1	
1	
0	
NR	

3. Describe how the success of Communism in Vietnam led to changes in USA's foreign policy.

Skill level 2	
2	
1	
0	
NR	

4. Explain what motivated the United States to become involved in the war.

Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials given and your own knowledge to write an essay of 300 - 450 words on the following.

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response.

ESSAY TOPICS:

- **Discuss the main purposes and objectives behind the establishment of superpower spying organizations.**
- **Explain how the U2 incident event was connected to the Cold War Crises**

Your essay will be graded according to the scoring rubric given. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Discuss the main purposes and objectives behind the establishment of superpower spying organizations.	3		Irrelevant/incorrect idea	One purpose for superpower spying is identified	Several purposes are listed or described separately without linking ideas together	Clearly explains how and why spying organizations were created, showing link between their purposes and Cold War rivalry.	
Explain how the U2 incident event was connected to the Cold War Crises	4		Irrelevant/incorrect idea	One simple idea about the U2 incident or the Cold War, is identified with no connection.	Correct facts about the incident are listed or described without showing a clear relationship	Clearly explains the connection between the incident and the Cold War crises	Provides a detailed, insightful explanation showing how the U2 incident connects to Cold War tensions and its wider impact

Resource D

U-2 PLANES SPY ON SOVIETS



- In the late 1950s, the CIA began secret high-altitude spy missions over Soviet territory
- The U-2's infra-red cameras took detailed pictures of Soviet troop movements & missile sites

U-2 Spy Incident

- May 1961 - US spy plane called "U-2" was flying over Soviet airspace and shot down.
- The American pilot, Francis Gary Powers, of the plane was killed.
- This incident sparked a verbal battle between Russia and the US.
- As a result of this, The Paris Summit, a conference intended to ease hostilities and suspicions of military attacks, collapsed.

Source: www.bing.com

MI6's role during the Cold War was characterized by its collaboration with the CIA and other Western intelligence agencies. The agency focused on gathering intelligence on Soviet activities and countering communist influence in Europe and beyond. One of its critical missions was monitoring the activities of the KGB and other Eastern Bloc intelligence services, providing vital intelligence that informed NATO's strategic decisions.

Source: <https://www.usahistorytimeline.com/pages/the-role-of-intelligence-agencies-during-the-cold-war-008b0789.php>

As a result, the summit did not happen, and both sides grew more hostile in the coming years. This was right before John F. Kennedy was elected President on the basis of a fictitious "missile gap". The Bay of Pigs and the Cuban missile crisis both happened in the next two years, and Vietnam escalation was a short way off. The hopes of the people of the world, who had been subject to the Cold War and threat of nuclear Armageddon for over a decade, were crushed.

So this event was quite important to the formation of the Sixties. For a bit there it seemed that the Cold War could be modified or perhaps even eliminated, but after a shoot down of the U-2 the Cold War only increased in intensity, with the problems in Cuba, Berlin, and Vietnam a result.

Source: <https://500yearparty.com/2014/07/11/the-summit-crisis-of-1960/>

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OPTIONAL: YOU MUST ANSWER ONLY TWO QUESTIONS FROM QUESTION TWO-SIX

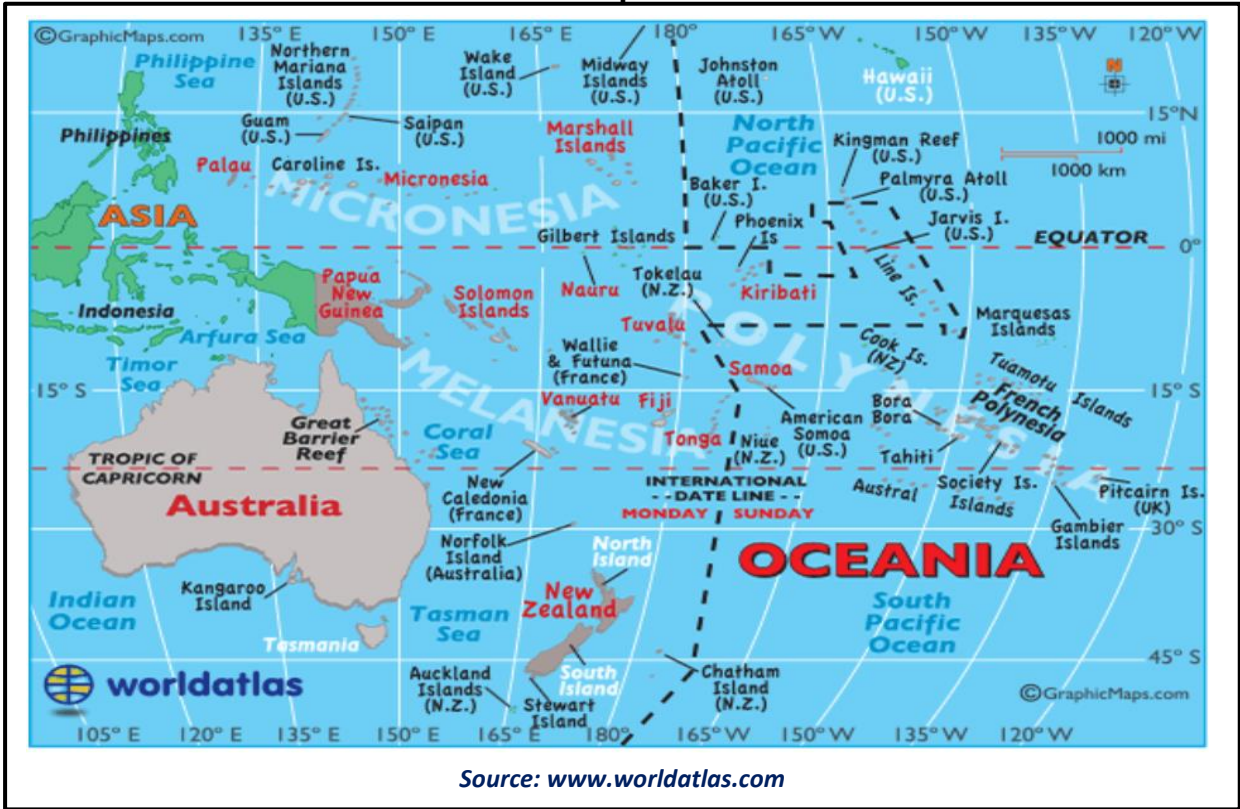
Tick (✓) the TWO (2) Optional Questions you are answering.

☐ QUESTION TWO: MIGRATION AND EXPLORATION:
Navigating and Mapping the Pacific.

PART A: MAP INTERPRETATION

Use Resource A and your own knowledge to answer the questions that follow.

Resource A
Map of Oceania



1. Name the cartographer who first coined the term *Oceania*, as shown in **Resource A**.

2. Describe the views of the cartographer identified in question 1 that influenced his decision to name the Pacific region *Oceania*.

3. Describe **ONE (1)** problem faced by early explorers when exploring the Pacific region.

Skill level 1	
1	
0	
NR	

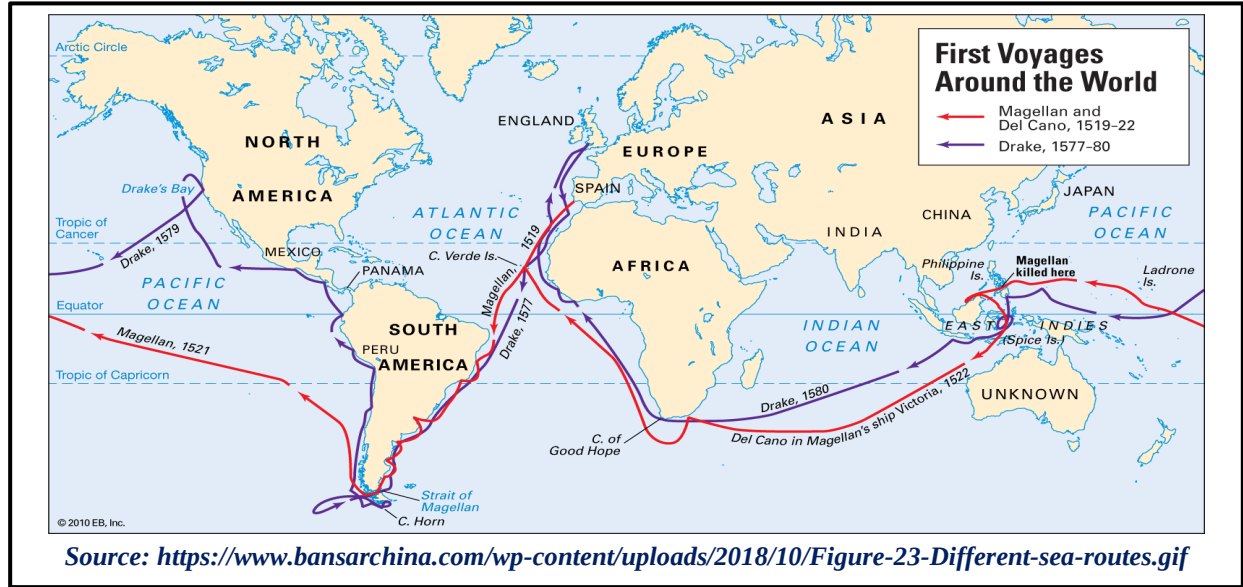
Skill level 2	
2	
1	
0	
NR	

Skill level 2	
2	
1	
0	
NR	

PART B: MAP EVALUATION

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

Resource B



1. Name the historical source of information that is shown in **Resource B**.

Skill level 1	
1	
0	
NR	

2. State the purpose of the historical source that is portrayed in **Resource B**.

Skill level 1	
1	
0	
NR	

3. Identify the event that is illustrated in **Resource B**.

Skill level 1	
1	
0	
NR	

4. Explain the significance of the event in **Resource B** for the Pacific region.

Skill level 3	
3	
2	
1	
0	
NR	

5. Using the map in **Resource B**, outline the route taken by Francis Drake from England into the Pacific Ocean.

Skill level 1	
1	
0	
NR	

6. Discuss the reasons for Francis Drake's exploration in the Pacific.

Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY

Use the resource materials given and your own knowledge to write an essay of 300 - 450 words on the following.

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain the role of Antonio Pigafetta in European exploration of the Pacific
- Evaluate the importance of the role he played in European exploration of the Pacific

Your essay will be graded according to the scoring rubric given. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain the role of Antonio Pigafetta in European exploration of the Pacific	3		Irrelevant/incorrect idea	One simple fact about Pigafetta or his role in exploration is identified	Several facts about Pigafetta are listed or described with no explanation about its connection to Pacific exploration	Clearly explains Pigafetta's work and its connection/ importance to Pacific exploration	
Evaluate the importance of the role Pigafetta played in European exploration of the Pacific	4		Irrelevant/incorrect idea	One simple fact about Pigafetta or the voyage is identified	Several facts about Pigafetta and the voyage are listed or described without explaining why his work was important.	Clearly explains Pigafetta's role and show how his work helped Europeans learn about the Pacific.	Clearly evaluates why Pigafetta's role was important and shows its wider impact on European exploration and knowledge of the Pacific.

Resource C

Antonio Pigafetta recorded the events that happened during the Magellan voyage around the world, beginning and ending at the Spanish port of Seville. Pigafetta was constantly at Magellan's side during the journey until his death. This is the only record that has survived of this particular voyage. This journal describes the location of many islands/regions based on latitude and longitude, as well as providing information regarding the newly discovered land, resources present, and the native people. Pigafetta writes many entries in his journal about how the crew had conquered and claimed land for the nation of Spain. In one entry, he explains the crew "raised a large cross on the top of a high mountain, as a sign that this land belonged to the King of Spain."

Diogo Ribeiro was a Portuguese cartographer, who spent most of his career creating maps for the Spanish government. Ribeiro was commissioned by the Spanish government to create a map that was scientifically correct for all Spanish ships to utilize on their voyages to the Americas. This world map was heavily influenced by the journal of Antonio Pigafetta, which detailed the events and locations of the Magellan voyage around the world. Ribeiro's map was the first scientific world map. In this world map, Ribeiro does not complete the western and northern edge of the North American continent. Ships decorate all oceans, but are predominant in the Atlantic Ocean region.

A Brief Summary of the First Voyage of the World

- His account was a major referent to the events leading to Magellan's arrival in the Philippines—his encounter with local leaders, his death in the hands of Lapu-Lapu's forces in the Battle of Mactan, and in the departure of what was left of Magellan's fleet from the islands.
- Examining the document reveals several insights not just in the character of the Philippines during the pre-colonial period, but also on the fresh eyes of the Europeans regard a deeply unfamiliar terrain, environment, people, and culture.



The evidence in both primary and secondary sources supports the idea that both Pigafetta's journal and maps created during the period 1525-1556 were tools of propaganda that helped to spread new European ideologies. They depicted the Atlantic Ocean as a gateway to the New World and the Far Eastern world, the New world as a place of adventure, land, and resources, and this land as full of new possibilities for Europeans. Each map tells a story about its creator and how he saw the world, seen in the clues left behind in these creations. The mapmakers' propaganda helped shaped the thoughts of those around them and, perhaps, shaped our own perceptions of the world today. For example, without Pigafetta's journal and these six cartographers' works encouraging Europeans to conquer the New World, these landmasses and those who inhabit it would be much different today; people of European descent may not have invaded and colonized the Americas without these tools of propaganda encouraging them to do so. It is interesting to think that these works of art shaped our history. Is it possible that these same ideologies about the New World and the world in general exist today? Did these maps and Pigafetta's journal leave behind a legacy on how to examine the world we live in today?

Source: *Simpson, Megan. New World Propaganda: Pigafetta's Journal, World Maps, and New European Ideologies, 1525-1556. Bachelor's thesis, Bowling Green State University, 2014. ScholarWorks@BGSU.*
https://scholarworks.bgsu.edu/hist4800_atlanticworld/3.

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QUESTION THREE:

LEADERSHIP:

Taufa'ahau Tupou IV. (1918-2006)

PART A: PICTURE INTERPRETATION

Use **Resource A** and your own knowledge to answer the questions that follow.

Resource A

Queen Salote Wharf



Source: <https://matangitonga.to/2023/06/13/extensions-queen-salote-intl-wharf-taking-shape>

1. Identify the major economic development initiated by King Tupou IV as shown in **Resource A**.

Skill level 1

1	
0	
NR	

2. Explain the effects of the economic development identified in **Resource A** on Tonga's economy as a whole.

Skill level 3

3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



Food and Agriculture
Organization of the
United Nations

Tonga and FAO

Partnering to improve food security and income-earning opportunities

FAO has a long history of cooperation with Tonga, a Pacific Island Country which joined the Organization in 1981 and which, as of 2014, hosts a country office. Over the past three decades, FAO cooperation with Tonga has focused on strengthening policy and planning capacities, supporting agribusiness and building resilience to the effects of climate change.

Source: <https://openknowledge.fao.org/server/api/core/bitstreams/e431706d-61d6-44a2-b71d-e0030994d72e/content>

1. Identify when Tonga became a member of the organization mentioned in **Resource B**.

Skill level 1	
1	
0	
NR	

2. Describe **ONE (1)** benefit that Tonga gained from becoming a member of this organization.

Skill level 2	
2	
1	
0	
NR	

3. Identify **ONE (1)** obstacle that hinders the development of food security in Tonga, leading to its partnership with this international organization.

Skill level 1	
1	
0	
NR	

PART C: TEXT EVALUATION

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

Resource C

Tongan monarchy defies mass protests and tightens media controls

John Braddock

🕒 29 October 2003

Tonga's parliament last week passed controversial changes to the country's constitution that will increase state control of the media and increase the power of the near-absolute monarch, King Taufa'ahau Tupou IV. The amendments were moved, at the behest of the king, in the 30-seat Legislative Assembly after earlier efforts this year to ban the New Zealand-published *Taimi 'o Tonga* [Times of Tonga] newspaper failed. The Supreme Court had declared the bans unconstitutional.

Ten days earlier, thousands of people had marched to protest the impending changes, although protest marches are rare in Tonga, which has a population of just 104,000. In the capital, Nuku'alofa, 8,000 marchers—the largest demonstration in the Pacific kingdom's history—took a petition to the assembly. Church leaders, teachers, doctors, mothers with babies were among those to take to the streets, carrying banners opposing the new laws. A Catholic bishop led the main march and presented the petition containing 7,600 signatures, about a third of which had been collected among the expatriate Tongan community in New Zealand.

Source: <https://www.wsws.org/en/articles/2003/10/tong-o29.html?>

1. Name the monarch at the time of the event mentioned in **Resource C**.

Skill level 1	
1	
0	
NR	

2. Using the information from **Resource C**, describe the political challenge that Tupou IV encountered during his leadership.

Skill level 2	
2	
1	
0	
NR	

3. Explain how the people responded to the event shown in **Resource C**.

Skill level 3	
3	
2	
1	
0	
NR	

4. State **ONE (1)** practical development implemented by King Taufa'ahau Tupou IV during his reign.

Skill level 1	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials and your own knowledge to write an essay of 300-450 words on the following:

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response

ESSAY TOPICS:

- **Explain how Taufa'ahau Tupou IV's education in Newington College and Sydney University helped prepare him for his role as Tonga's future King.**
- **Evaluate the significance of Taufa'ahau Tupou IV becoming the first university graduate in Tonga and the Pacific, in relation to his upbringing and early**

Your essay will be graded according to the scoring rubric given. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain how Taufa'ahau Tupou IV's education in Newington College and Sydney University helped prepare him for his role as Tonga's future King.	3		Irrelevant/Incorrect idea.	One simple fact about Tupou IV's education or kingship is identified	Several facts about his education or future role are listed or identified without linking them.	Clearly explains how his education helped him prepare for kingship and give examples	
Evaluate the significance of Taufa'ahau Tupou IV becoming the first university graduate in Tonga and the Pacific, in relation to his upbringing and early experiences.	4		Irrelevant/Incorrect idea.	One simple fact about his university graduation or upbringing is identified	Several facts about his graduation and upbringing are listed or described without linking them to significance.	Clearly explains the significance of his university graduation in relation to his upbringing and early experiences.	Provides a detailed and insightful evaluation of the importance of his graduation, linking it to his upbringing, early experiences, and broader impact on Tonga and the Pacific.

His Majesty King Taufa'Ahau Tupou IV, the eldest son in the royal family, was born at the royal palace in Nuku'alofa on July 4, 1918. As crown prince, he studied in Australia at Newington College and the University of Sydney, where he received bachelor of arts and bachelor of law degrees.

His Majesty was the first Tongan ever to receive university degrees. In addition to academic accomplishments, he excelled in athletics, being a member of the university's championship rugby and rowing teams.

Upon concluding academic studies, His Majesty was appointed to the cabinet of the Tongan Government with the portfolio of Minister of Education, and later as Minister of Health. In 1949, he became the premier of Tonga, thus acquiring additional portfolios in foreign affairs, education, and agriculture. From early on, His Majesty has carried the major burden of the kingdom of Tonga's administration as well as development.



During His Majesty's 16 year term as premier, Tonga benefited tremendously from his guiding hand, resulting in steady development and economic advancement of the kingdom. Due to his efforts, education standards were dramatically improved in Tonga with the establishment and expansion of public high school and college systems. In the business sector, His Majesty pushed for the creation of the Tongan copra board, the Tongan produce board, the agricultural council and the government fishing fleet—the backbone of the kingdom's economy. Under his able leadership, public communications and the media were also facilitated, with the establishment of the Tongan broadcasting commission and the local newspaper, the Tonga chronicle, now in its 31st year on publication.

Source: <https://www.congress.gov/104/crec/1996/07/30/142/114/CREC-1996-07-30-pt1-PgH8797.pdf>

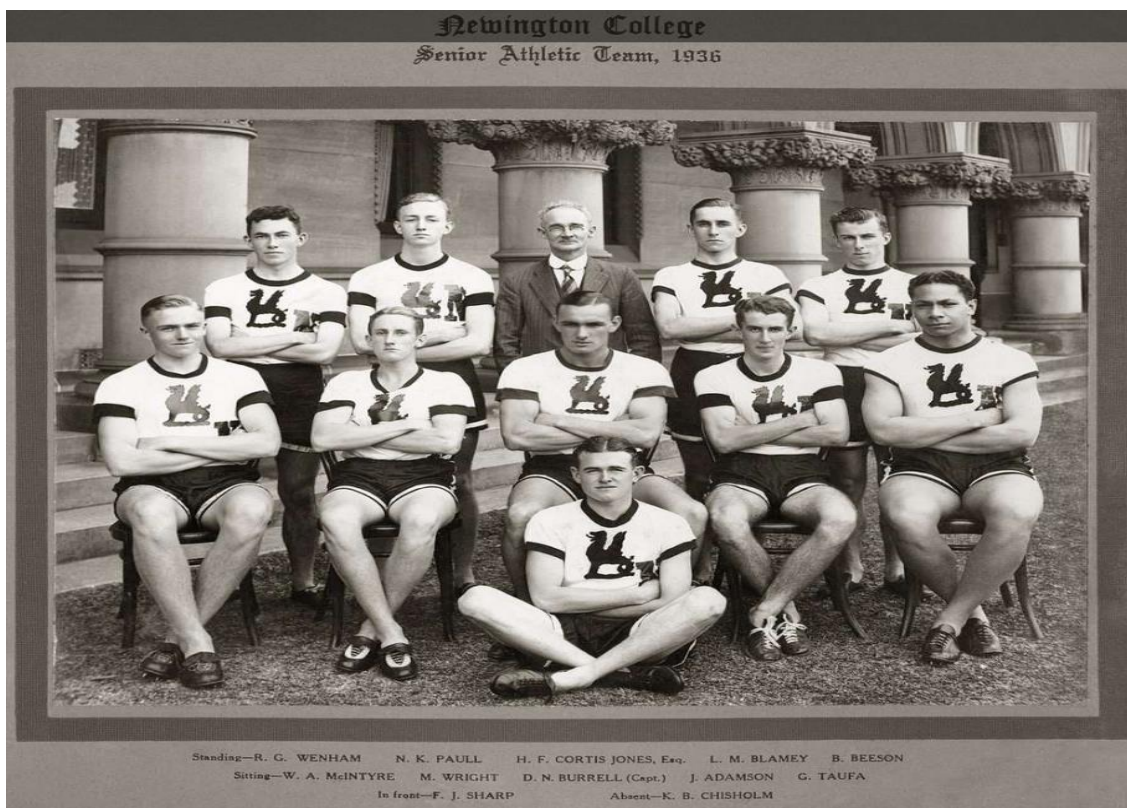
Tupou I's great grandson, the late Tupou IV, oversaw Tonga's development into a modern society. Tupou IV was a modernising agent; he was hailed as a 'Thinker and Doer'.³⁷³ He played an important role in government while he was still the Crown Prince by introducing reforms with education as a tool to modernise Tonga.

Whilst he was the Crown Prince, Tupou IV became the first Tongan to receive a Western education and in 1942 he received a degree (BA/LLB) from the University of Sydney. Upon his return from overseas study, he assumed responsibilities in Government. He was appointed Minister of Education in 1943 and Minister of Health in 1944; the two major portfolios in Government. In 1949, he was appointed to the position of Premier of Tonga. In 1965, Tupou IV became the King and inherited the royal powers under the Constitution. His vision for Tonga was eccentric and seen to be a departure from the way the previous monarchs had ruled according to Tongan tradition. He was described as 'a benevolent dictator, if you like ... He is all powerful and he wants what's best for his people'.³⁷⁴ He may have been described as ambitious by some of his projects. When he opened the Legislative Assembly, he would reveal his visions and some of the projects he wanted for Tonga (a custom which is still practised today).

Overall, Tupou IV's reign is marked by innovative projects, such as the opening of Tonga to tourism, the encouraging of foreign investment, the establishment of a small industries centre, exploration for oil and underwater minerals, the free movement of Tongans overseas to work and to study, the establishment of commercial development and a reserve bank, the increase of sea and air transport, an improvement of national and international telecommunications, the sales of Tongan passports to foreign nationals, and allowing an increasing number of foreigners to either come to work or to live in Tonga.³⁷⁸

The ultimate aim of some of those projects was to build up Tonga to have a productive economy in line with the successful developing countries of South East Asia. Despite times when it may have appeared that he was a dreamer on a grand scale and that some of his projects were too ambitious, the people maintained their confidence in his leadership.

Source: Vaitohi, M.T. (2010) *The Process and Outcomes of the 2010 Constitutional Reform in Tonga: A Study of the Devolution of Executive Authority from Monarchy to Representative Government in a Polynesian Society*. Wellington: Victoria University of Wellington. Available at: <https://www.wgtn.ac.nz/law/research/publications/about-nzaci/publications/special-issues/web-version-constitutional-reform-tonga-2010.pdf>



Source: <https://jenikirbyhistory.getarchive.net/media/newington-college-senior-athletic-team-1936-0235bd>

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QUESTION FOUR:

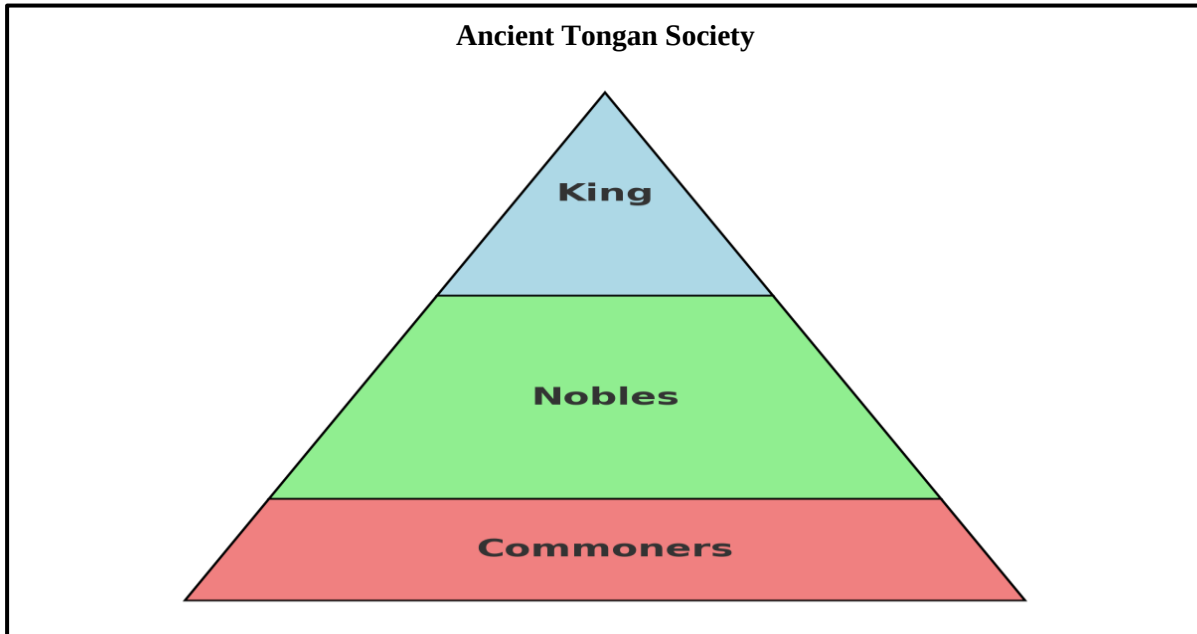
RELIGION AND BELIEFS:

The Christian Missions in Tonga

PART A: RESOURCE INTERPRETATION

Use **Resource A** and your own knowledge to answer the questions that follow.

Resource A



1. According to **Resource A**, describe the key features of ancient Tongan society in terms of a hierarchical system.

Skill level 2	
2	
1	
0	
NR	

2. Choose **ONE (1)** social rank or class from **Resource A** and describe its roles in Tongan Society.

Skill level 2	
2	
1	
0	
NR	

1. Identify the missionary group being referred to in **Resource B**.

Skill level 1	
1	
0	
NR	

2. Name the main centre of the missionary group mentioned in **Resource B**.

Skill level 1	
1	
0	
NR	

3. The new religion emerged as one of the popular cultures in Tonga. Define ‘**Popular Culture**’.

Skill level 1	
1	
0	
NR	

4. Explain why Christian missions were established in Tonga and give an example.

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: TEXT EVALUATION

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

Resource C

Production for a foreign market

From 1846, the Methodist missionaries demanded that their converts produce coconut oil as a contribution to the church. This was the first time in history, as Gailey (1987:217-47) correctly observes, that Tongans actually produced for a market. Initially, the missionaries exported the oil to their Sydney headquarters; later they started selling the oil directly to European traders in Tonga.

Source: Van der Grijp, P., 2010. Early economic encounters in the Pacific, or proto globalization in Tonga. Bijdragen tot de Taal-, Land- en Volkenkunde, 166(2/3), pp.293–314.

1. According to **Resource C**, identify the economic activity that was introduced by the Methodist missionaries.

Skill level 1	
1	
0	
NR	

2. Identify **ONE (1)** change in trade shown in **Resource C**.

Skill level 1	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials and your own knowledge to write an essay of 300 - 450 words on the following:

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain the events related to the nature of Christian missions in Tonga.
- Assess the contributions of any TWO key individuals to the rise of Christian missions in Tonga, using specific examples to show their influence.

Your essay will be graded according to the scoring rubric given. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain the events related to the nature of Christian missions in Tonga.	3		Irrelevant/Incorrect idea	One event related to Christian missions in Tonga is identified	Several events related to Christian missions in Tonga is identified or described	Clearly explains how key events are related to the nature of Christian missions in Tonga.	
Assess the contributions of any TWO key individuals to the rise of Christian missions in Tonga, using specific examples to show their influence.	4		Irrelevant/Incorrect idea	One contribution is identified of any TWO key individuals.	Some contributions are listed or described of any TWO key individuals.	Clearly explains how the contributions of both individuals influenced the rise of Christian missions in Tonga	Clearly analyses and evaluates the significance of each individual's contribution to the rise of Christian missions in Tonga.

Resource D

Tupou College, established in 1866 by the visionary missionary James Egan Moulton, holds the distinction of being the oldest secondary school in the Pacific Islands. Owned by the Free Wesleyan Church of Tonga, it has long been a beacon of academic and spiritual growth.

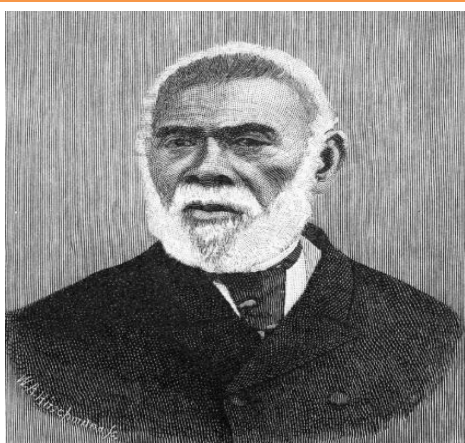
Source: <https://tongaindependent.com/a-legacy-of-leadership-the-enduring-rivalry-and-unity-of-tupou-college-and-tongacollege/#:~:text=Tupou%20College%2C%20established%20in%201866%20by%20the%20visionary,been%20a%20beacon%20of%20academic%20and%20spiritual%20growth.>

Over time, the influence of Christianity became more pronounced, leading to the decline of certain traditional practices deemed incompatible with Christian teachings. The missionaries advocated for a moral reformation that emphasized monogamy, education, and the abandonment of practices such as cannibalism and warfare, which were prevalent in pre-Christian Tonga. This shift was not merely a rejection of the past but rather an adaptation that sought to align Tongan identity with Christian values.

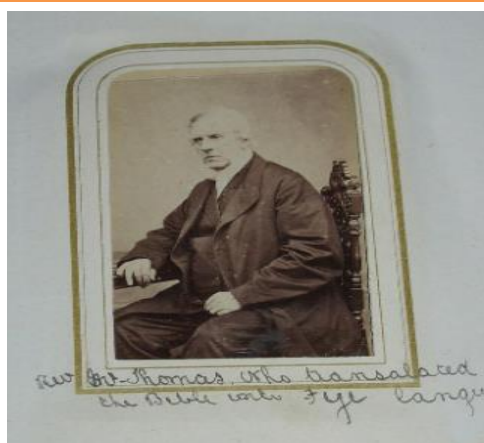
Source: <https://www.mexicohistorico.com/paginas/the-influence-of-christianity-on-tonga-51f8c44d.html>

the production of the first schoolbook.³⁹ They also decided that schools should be established at each station, with handwritten lessons being used until the new book was available.⁴⁰ The first Wesleyan school in Nuku'alofa, later probably attended by Ma'afu, was opened in March 1828 "with an intention to teach both children and adults to read in their own language".⁴¹ The foundations of education in Tonga were thus established before the small son of the Tu'i Kānokupolu was old enough to attend classes. Amid this apparent hive of spiritual and pedagogical industry, Tongatapu's first public baptism, that of Ata's nephew Lolohea, occurred in January 1828. The fortunes of Christianity, while appearing brighter, remained tied to those of Aleamotu'a.

Source: <https://press-files.anu.edu.au/downloads/press/p312281/pdf/ch012.pdf>



King George Tupou I of Tonga



John Thomas (a Wesleyan missionary in Tonga)

Source: www.bing.com

The new chapel, which opened in September 1830 with a congregation of about 1,000, including Aleamotu'a and his family, was certainly a boost for Christianity on Tongatapu. Nevertheless, much still depended on Aleamotu'a's ability to help spread the new faith, whose self-proclaimed champion he was, while maintaining his secular power. His own life was not devoid of tragedy; two months before the chapel opening Turner recorded the interment of Aleamotu'a's month-old son, Samuel:

Source: <https://press-files.anu.edu.au/downloads/press/p312281/pdf/ch012.pdf>

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QUESTION FIVE:

GOVERNMENT AND GOVERNANCE:

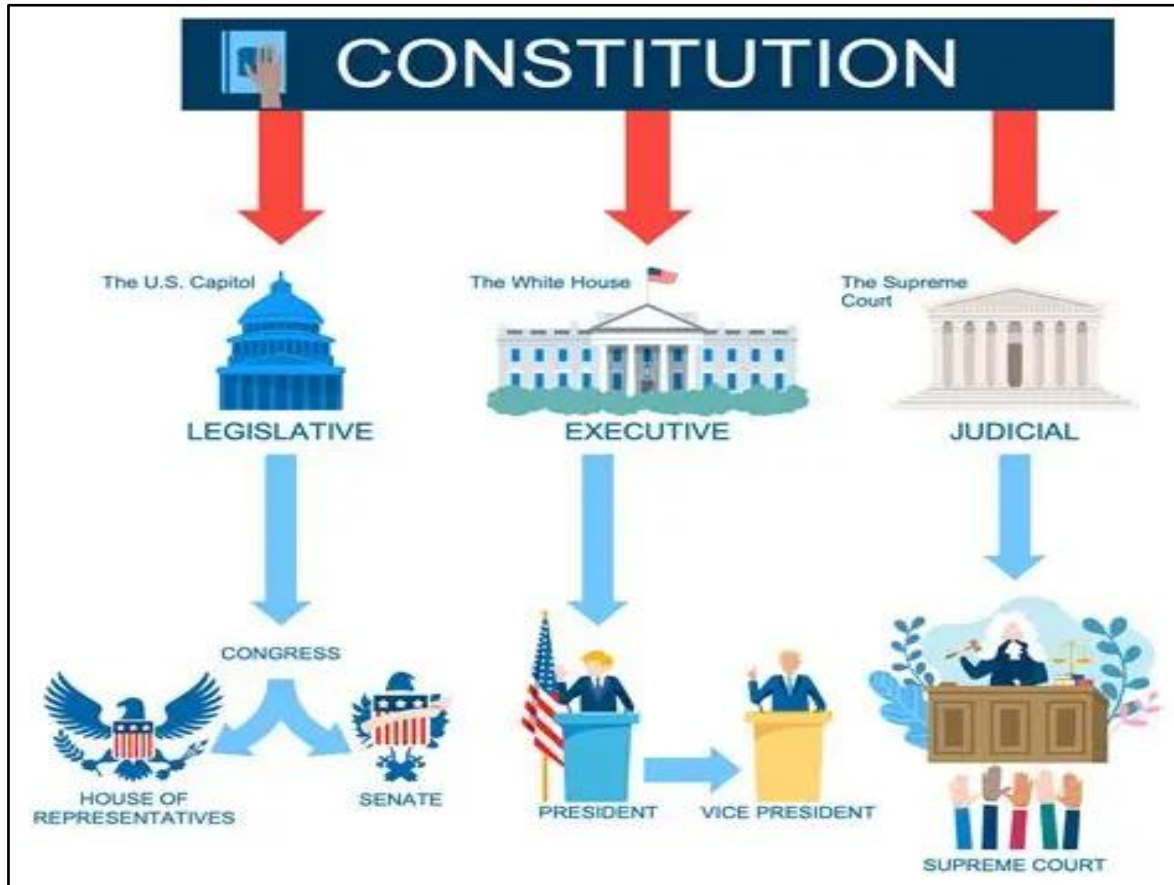
Modern Government in the USA.

PART A: DIAGRAM INTERPRETATION

Use **Resource A** and your own knowledge to answer the questions that follow.

Resource A

The Constitution of the United States of America



Source: www.bing.com

1. Name the type of government in the USA.

Skill level 1	
1	
0	
NR	

2. According to the diagram in **Resource A**, state the authority higher than the legislative, executive and judicial branches.

Skill level 1	
1	
0	
NR	

3. Identify the purpose of the authority mentioned in question 2.

Skill level 1	
1	
0	
NR	

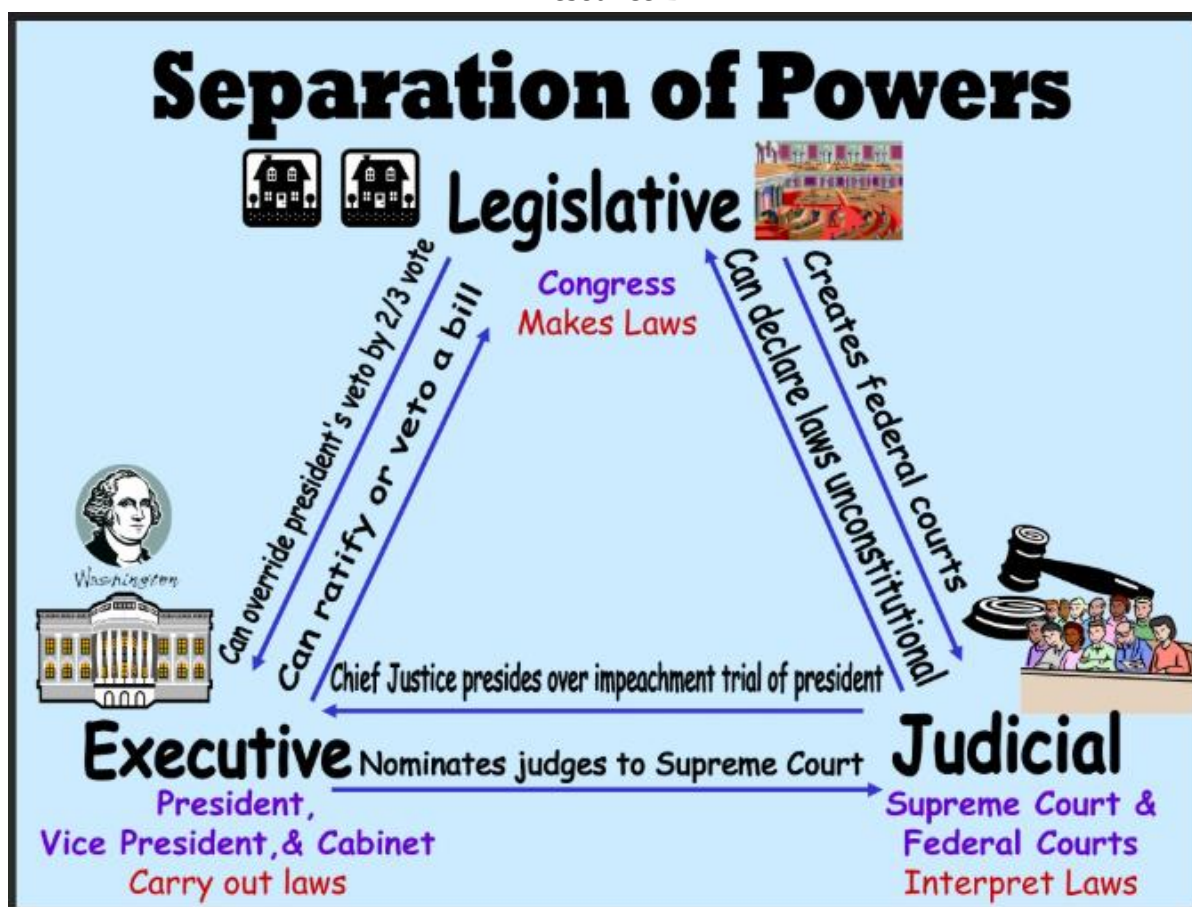
4. Describe the function of the Executive.

Skill level 2	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



Source: www.bing.com

1. Describe the functions of the mechanism illustrated in **Resource B**.

Skill level 2	
2	
1	
0	
NR	

2. Explain why the mechanism mentioned in **Resource B** has continued over time.

PART D: SHORT ESSAY

Use the resource materials and your own knowledge to write an essay of 300-450 words on the following.

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response

ESSAY TOPICS:

- **Explain how the President of the United States influences the functions of the government.**
- **Evaluate any TWO events that can influence the functions of the US government. Give examples.**

Your essay will be graded according to the scoring rubric given below. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain how the President of the United States influences the functions of the government.	3		Irrelevant/ Incorrect idea.	One way the President influences government functions is identified.	Several roles or functions of the President are listed or describe separately.	Clearly explains how the President's roles influence the overall functions of the US government.	
Evaluate any Two events that can influence the functions of the US government. Give examples.	4		Irrelevant/ Incorrect idea	One event that affects the US government is identified	Two events that influence the US government are listed or described	Explains how both events influence the functions of the US government.	Analyses and evaluates the significance of both events on US government operations.

Resource D

Roles and Responsibilities

The United States is a global power and one of the world's strongest economies. Therefore, the president has responsibilities domestically to the people living in the U.S. and internationally in shaping relationships with other countries and international organizations. The president's actions can affect people's daily lives and individual freedoms as well as the common good of the nation and its international reputation.

The president wields both formal and informal powers that help them to carry out their duties as head of state and head of the government. As the only elected official who represents everyone in the U.S., **the president is expected to be a unifying leader for the whole nation** — not just for their political party or supporters. The president should, therefore, exemplify the highest leadership qualities and honor the values of democracy.

Source: <https://www.learningforjustice.org/the-roles-and-responsibilities-of-the-president>

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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.



QUESTION SIX: COLONIALISM, IMPERIALISM AND CAPITALISM:

The Major Colonial Powers in the Pacific 1870-1970s.

PART A: TEXT INTERPRETATION

Use **Resource A** and your own knowledge to answer the questions that follow.

Resource A

The history of Fiji is deeply intertwined with the forces of British colonialism, which fundamentally reshaped the islands and their people. From the arrival of British colonizers in the 19th century to the eventual cession of the islands to British rule, the impact of their governance has left an indelible mark on Fijian society. Understanding this historical context is crucial for comprehending the complexities of modern Fiji, as it navigates the legacies of colonization amidst a diverse cultural landscape.

British colonialism introduced significant socio-economic changes that transformed traditional practices and altered the very fabric of Fijian life. The introduction of cash crops and new land ownership structures not only impacted the economy but also redefined social hierarchies and cultural identities. Exploring these changes provides insight into how indigenous Fijians adapted to and resisted colonial pressures, creating a unique blend of tradition and modernity.

Source: <https://www.mexicohistorico.com/paginas/the-impact-of-british-colonialism-on-fiji-f3a50117.html>

1. According to **Resource A**, describe the influence of British rule on the economy of Fiji.

Skill level 2	
2	
1	
0	
NR	

2. According to **Resource A**, the ceding of Fiji to Britain took place in the 19th century, name the Fijian high chief that ceded Fiji.

Skill level 1	
1	
0	
NR	

3. Explain the disadvantage of the changes introduced by the British on the Fijian society.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT EVALUATION

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

Resource B

France in New Caledonia

Ten key dates

1853

French Rear Admiral Auguste Febvrier-Despointes signs the deed of possession of New Caledonia on behalf of Napoleon III. The stated aim is to "secure for France a position in the Pacific required by the interests of the military and commercial navy", and to establish a penal colony there from the 1860s.

1878

French troops mount a deadly response to a major Kanak revolt against land dispossession. In all, 200 Europeans and at least 600 insurgents were killed, some tribes were wiped off the map and 1,500 Kanaks were forced into exile.

1946

The archipelago becomes an overseas territory of France. The Kanak people receive French citizenship and the right to vote, to be granted gradually.

1984

The Kanak Socialist National Libération Front (FLNKS) is founded. The pro-independence party decides to create a provisional government for a future *Kanaky* (New Caledonia in the Kanak languages).

1987

A referendum on independence for New Caledonia sees a landslide victory (98% percent) for remaining part of France. Voter turnout was 59%.

Source: <https://www.france24.com/en/europe/20240516-colonial-past-haunts-latest-new-caledonia-crisis-france?>

1. According to **Resource B**, identify the signee for the government of France during the Deed of Possession.

Skill level 1	
1	
0	
NR	

2. According to **Resource B**, describe the reactions of the New Caledonians to the changes made by the French.

Skill level 2	
2	
1	
0	
NR	

3. According to **Resource B**, identify **ONE (1)** reason France took possession of New Caledonia.

Skill level 1	
1	
0	
NR	

4. Discuss with example how French rule influenced New Caledonian society.

Skill level 3	
3	
2	
1	
0	
NR	

PART C: RESOURCE INTERPRETATION

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

Resource C

Hawaii

White Intrusion

- Sugar Plantation Owners

Queen Liliuokalani

- Attempted to reassert native authority and drive out foreigners

Overthrow of Hawaii (1893)

- Sanford Dole
- Republic of Hawaii (1894-1898)

Annexation by U.S. (1898)

- Strategic commercial and military location



Source: www.bing.com

1. According to **Resource C**, identify the US key figure that greatly influenced the American rule in Hawaii.

Skill level 1	
1	
0	
NR	

2. According to **Resource C**, identify the Hawaiian key figure that tried to restore royal authority and native rights.

Skill level 1	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials and your own knowledge to write an essay of 300 - 450 words on the following:

In your answer you will be assessed on how well you:

- * demonstrate historical knowledge and understanding relevant to the question
- * communicate ideas and information using historical terms and concepts appropriately
- * present a sustained, logical, and cohesive response

ESSAY TOPICS:

- **Explain the economic advantages of the changes introduced by the British in Fiji.**
- **Evaluate how the introduction of indentured labour demonstrates British influence on Fiji's society.**

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain the economic advantages of the changes introduced by the British in Fiji.	3		Irrelevant/incorrect idea	One economic change introduced by the British is identified	Several economic changes introduced by the British are listed or described.	Explains how the British changes brought economic advantages to Fiji.	
Evaluate how the introduction of indentured labour demonstrates British influence on Fiji's society.	4		Irrelevant/incorrect idea	Limited understanding;/ identify only one idea (Mentions indentured labour without explaining its societal impact or British influence.)	Basic evaluation with some examples Describes 1–2 effects of indentured labour on society.	Clear evaluation with relevant examples (Explains how indentured labour shaped society under British control, including examples such as: multicultural society (Indian workers, new religions)	Detailed and insightful evaluation Thoroughly evaluates the societal impact of indentured labour, clearly linking it to British policies and long-term effects on Fiji's society.

Resource D



Source: www.bing.com

Economically, the British policies had a profound impact on Fiji. The British established large-scale sugar plantations, which required a significant labour force. To meet this demand, they introduced the indentured labour system, bringing in workers from India. This not only transformed the economic landscape but also significantly altered the demographic composition of the country. The influx of Indian workers led to a multi-ethnic society, which is a defining characteristic of modern Fiji. The sugar industry continues to play a crucial role in Fiji's economy, demonstrating the enduring impact of British economic policies.

Culturally, the British influence is evident in various aspects of Fijian life. The English language, for instance, was introduced during the colonial period and is now one of the official languages of Fiji. The British also introduced Christianity, which has become the predominant religion in the country. Moreover, the British education system was implemented, shaping the country's educational structure.

Source: <https://www.tutorchase.com/answers/ib/history/how-did-british-policies-shape-fiji-s-modern-identity>

Development, group rights and the colonial legacy

Fiji's economic development process has generated inequalities and grievances that have readily acquired an ethnic characteristic. Ethnic group leaders have often used the language of group rights to respond to their communities' seemingly divergent interests. Groups rights have therefore been acknowledged in successive constitutional and policy frameworks adopted after Fiji's independence in 1970. Group and community rights debates in Fiji rarely make reference to provisions in international law and conventions. Group rights and interests refer to the general category of cultural, economic, social and political rights as identified by specific 'ethnic' groups in Fiji.

Source: *Proceedings of the Indian History Congress, 2001. Vol. 61, Part Two: Millennium, p.1.*

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