



MARKER CODE				

Student Enrolment Number							

TONGA FORM SIX CERTIFICATE

2016

HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. Answer **ONLY THREE (3)** questions.
Answer **QUESTION 1** and **TWO OTHER QUESTIONS** from questions 2 – 5.

QUESTION 1 is **COMPULSORY**: Cooperation and Conflicts

3. Write ALL your answers in the spaces provided in this Booklet.

COMPULSORY:

Question 1: Cooperation and Conflicts: The Search for Security in the Nuclear Age 1945-1990s.

OPTIONAL:

Tick the TWO (2) options of the Questions you are answering.

Question 2: Migration and Exploration-Navigating and Mapping of the Pacific

Question 3: Leadership: King Taufa'ahau Tupou IV, 1918-2006

Question 4: Religion and Beliefs – The Christian Missions in Tonga.

Question 5: Colonialism, Imperialism and Capitalism – The Major Colonial Powers in the Pacific 1870-1970s

QUESTION 1 IS COMPULSORY

FOR QUESTIONS 2-5 ANSWER ANY TWO QUESTIONS

Check that this booklet contains 35 pages and that page 35 has been deliberately left blank.

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

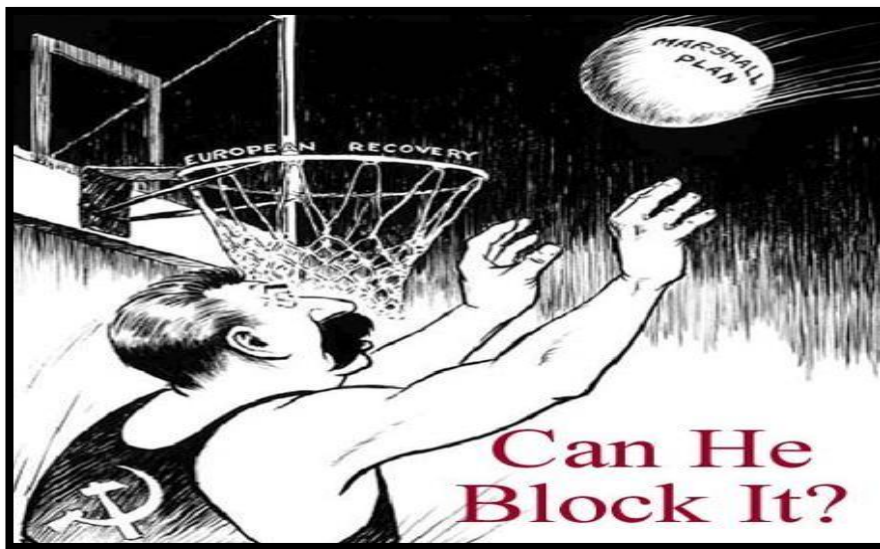
COMPULSORY: YOU MUST ANSWER QUESTION 1

QUESTION 1: CO-OPERATION AND CONFLICTS: SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945- 1990s

PART A: RESOURCE INTERPRETATION

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

Resource A



Edwin Marcus. "[Can He Block It?](#)" ca. 1947. Ink on paper. [Prints and Photographs Division](#), Library of Congress. Used by permission of the Marcus family.

1. State the full name of the man shown in the cartoon.

Skill level 1	
1	
0	
NR	

2. Identify the country in which the man is from.

Skill level 1	
1	
0	
NR	

4. Identify the purpose of the ball as shown in **Resource A**.

Skill level 1	
1	
0	
NR	

4. Describe the game that is played in relevance to the actual event.

Skill level 2	
2	
1	
0	
NR	

5. Explain the meaning of the question **“Can he block it?”** to the historical event.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

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

Resource B**Mao Zedong outlines the new Chinese government 1949**

The September 1949 conference in Peking was both a celebration of the communist victory in the long civil war against Nationalist Chinese forces and the unveiling of the communist regime that would henceforth rule over China. Mao and his communist supporters had been fighting against what they claimed was a corrupt and decadent Nationalist government in China since the 1920s. Despite massive U.S. support for the Nationalist regime, Mao's forces were victorious in 1949 and drove the Nationalist government onto the island of Taiwan. In September, with cannons firing salutes and ceremonial flags waving, Mao announced the victory of communism in China and vowed to establish the constitutional and governmental framework to protect the "people's revolution."

Source: www.history.com

1. Identify the form of rule China led before the long civil war.

Skill level 1	
1	
0	
NR	

2. Identify **ONE** (1) key figure in the Chinese Nationalist government.

Skill level 1	
1	
0	
NR	

3. Describe the role played by the USA in the events in China.

Skill level 2	
2	
1	
0	
NR	

PART C: SHORT ESSAY

Use the resource materials below 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

Writing a History Essay

Your essay will be assessed using this Assessment Schedule.

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i.	1	Identify correct/full name of leader/s/key figure/s/ nation/s/ date/s relevant to task						
ii	1	Identify correct historical event/s/crises/terms/concepts/policy/ies/treat/ies						
iii	2	Describe event/s, crises clearly in response to the task						
iv	3	Discuss the chosen content (historical ideas and issues) in an effective structure						
v	4	Evaluate historical knowledge and develop understanding of given task						
vi	4	Analyze and interpret resources showing cohesion in the development of historical ideas and information.						

ESSAY TOPIC:

- Discuss **TWO** (2) major crises that occurred during the Cold War.
- Evaluate the Cold War as reflected by the reaction of the major superpowers.

Resource C***Cuban Revolution***

Both the United States and Soviet Union have undertaken several actions that increased the tensions between the countries in the late 1950's and early 1960's. The chain of events that led to the outbreak of the Cuban Missile Crisis started with the overthrow of the pro-American Cuban dictator Fulgencio Batista by Fidel Castro in 1959.



**OPTIONAL: YOU MUST ANSWER ONLY TWO QUESTIONS
from QUESTION 2 - 5.**

Tick the TWO (2) options of the Questions you are answering.

QUESTION 2 – MIGRATION AND EXPLORATION

PART A: RESOURCE INTERPRETATION

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

Resource D

CONTEMPORARY PACIFIC

According to this view, the small island states and territories of the Pacific, that is, all of Polynesia and Micronesia are much too small, too poorly endowed with resources, and too isolated from the centers of economic growth for their inhabitants ever to be able to rise above their present condition of dependence on the largesse of wealthy nations.

The Contemporary Pacific, Volume 6, Number 1, Spring 1994, 147–161. First published in A New Oceania: Rediscovering Our Sea of Islands, edited by Vijay Naidu, Eric Waddell, and Epeli Hau'ofa. Suva: School of Social and Economic Development, The University of the South Pacific, 1993.

Pacific Islands and European contact



1. Identify the historical source of information in **Resource D** on the European view of the Ocean and Islands of the Pacific.

Skill level 1	
1	
0	
NR	

2. State the purpose of this historical source of information.

Skill level 1	
1	
0	
NR	

3. Identify an island state of Micronesia.

Skill level 1	
1	
0	
NR	

4. Name **ONE** (1) major “wealthy nation” at the time.

Skill level 1	
1	
0	
NR	

5. Identify a characteristic of the Pacific Islands from **Resource D** that seem to encourage their continued dependence.

Skill level 1	
1	
0	
NR	

6. Describe the different perspectives of the two groups shown in the cartoon

Skill level 2	
2	
1	
0	
NR	

PART B: SHORT ESSAY

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ESSAY TOPIC:

- Discuss the Aims, Reasons and Problems of exploring the Pacific Region by the Europeans.
- Assess the outcome of their exploration on **ONE** Pacific Island.

Resource E**SCIENCE AND COMMERCE: THE AMBIVALENT MOTIVES OF LATE EIGHTEENTH CENTURY PACIFIC EXPLORATION**

The Pacific was, however, to be awakened from its slumbers and brought firmly into the mixed crosscurrents of European imperial expansion in the period from 1763 onward. In that year Europe concluded one of the major chapters in the ongoing "second hundred years' war" between France and Britain for world dominance...So the motives for exploration were, in part, the familiar ones of great power rivalry and the quest for new territories as sources of wealth. But what was striking about the Pacific voyages of the late eighteenth century, and what distinguished them from the earlier voyages of the Spanish and the Portuguese, was the extent to which they were linked to the advancement of science and knowledge more generally.

Motives for European Exploration of the Pacific in the Age of the Enlightenment by JOHN GASCOIGNE in Pacific Science, vol. 54, no. 3: 227-237 © 2000 by University of Hawai'i Press.

Hardships with early explorers *by Justin Beach*

Many early explorers never returned home

QUESTION 3 – LEADERSHIP: TAUFU’AHAU TUPOU IV, 1918-2006

PART A: TEXT COMPREHENSION

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

Resource F

Biography of King Taufa’ahau Tupou IV

Tupou IV (King Taufa’ahau Tupou IV), (born July 4, 1918, Nuku’alofa, Tongatapu island, British-protected Tonga—died Sept. 10, 2006, Auckland, N.Z.) Tongan monarch who, was absolute ruler of Tonga for 41 years. He was born Crown Prince Tupouto’a Tungi, the eldest son of reigning Queen Salote Tupou III. A keen athlete in his youth, he was a cricketer and rugby player and was credited with introducing surfing to his island home. He left Tonga to study in Australia, where he received a law degree from the University of Sydney. In 1949 his mother appointed him Tonga’s prime minister, and on her death in 1965, he succeeded her on the throne. He was a main force in health services and education.

1. Identify an ancient line of the Kings of Tonga that came through King Tupou IV’s father.

Skill level 1	
1	
0	
NR	

2. Name an ancient line of the Kings of Tonga that came through King Tupou IV’s mother.

Skill level 1	
1	
0	
NR	

3. Identify the King’s age when he entered Secondary schooling.

Skill level 1	
1	
0	
NR	

4. State a sport in which King was renowned for.

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

5. Identify **ONE** (1) health service initiated by the King during his reign.

6. Describe an example of a major development in Tonga that the King made during his role as Premier.

Skill level 2	
2	
1	
0	
NR	

7. Discuss the leadership role of King Tupou IV during his years as Crown Prince.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: SHORT ESSAY

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ESSAY TOPIC:

- Discuss the economic changes and development in Tonga during King Tupou IV's reign.
- Evaluate the success of these developments for Tonga.

Resource G**King Taufa'ahau Tupou IV transformation/development policies**

He was well-known for his intellectual abilities, the ambitions he held for his people and the reforms he brought to Tongan society during his 16 years as Prime Minister of Tonga. He laid plans and policies to guide and facilitated the implementations of his reform and development programs. This was publicly declared in his first opening speech in Tongan legislative Assembly in 1966 after his accession. He needed comprehensive and rapid modernization of the kingdom. This was intended to transform Tonga from subsistence and mono-crop economy to a commercial and industrial economy.

Therefore, the immediate of this development plan focus on: 1. Establishing technical education 2. Full utilization of land (agricultural diversification) 3. Increase export for foreign exchange and income for capital investment like establishing industries. 4. Established industries to create nonagricultural employment.

Instructional Leadership notes, King Tupou IV, Aug 2016.



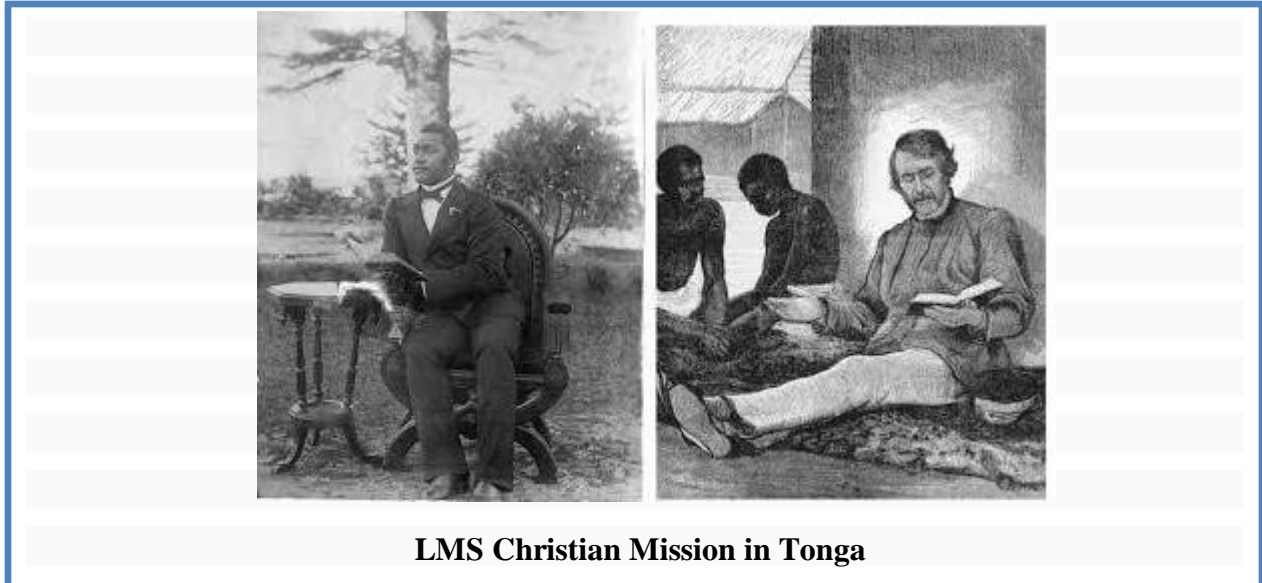
King Tupou IV visiting overseas countries and hosting overseas Monarchs/Head of State to Tonga

QUESTION 4 – RELIGION AND BELIEFS

PART A: RESOURCE INTERPRETATION

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

Resource H



Indigenous/Cultural Beliefs and Tabu

Before the advent of Christianity, the Tongan afterlife was a world of unseen spirits and animals called "*pulotu*," and it encompassed both heaven and hell. A host of evil spirits and ghosts called "*tevolo*" haunted the beliefs of the Tonga, but eventually *tevolo* came to represent the Christian devil. Clan chiefs were the only members of Tongan society with spirits that went on to the afterlife upon death -- a belief that changed quickly as Christianity spread the idea of universal salvation. In pre-Christian times each Tongan clan had a spirit animal, and a clan member brought bad luck upon himself by killing and eating his clan animal. This was called "*tabu*" among Tongans. It was once so ingrained in the culture that missionaries used the phrase in reference to social transgression and it became the etymological root for the English "taboo." Some Tongans still observe taboos on their clan animals.

1. Identify the year of the London Missionary arrival in Tonga.

Skill level 1	
1	
0	
NR	

3. Identify **ONE** (1) aim for establishing Christianity missions in Tonga.

Skill level 1	
1	
0	
NR	

4. Identify a key feature in **Resource H**, that stands out in both pictures about Christian missions.

Skill level 1	
1	
0	
NR	

4. State **ONE** (1) form of ancient Tongan religious practice.

Skill level 1	
1	
0	
NR	

5. Identify an aspect of Christianity that changed the beliefs about Tongan chiefs.

Skill level 1	
1	
0	
NR	

6. Describe the challenges faced by early Christian missions in Tonga.

Skill level 2	
2	
1	
0	
NR	

7. Discuss the relationship between the features of the ancient Tonga society with the traditional religious beliefs and practices.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: SHORT ESSAY

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ESSAY TOPIC:

- Discuss the Christian missions in Tonga.
- Assess how these missions influenced trade in Tonga.

Resource I**Missionary at work****Shirley Baker PM of Tonga: 1881-1890****CHRISTIAN MISSIONARIES IN THE POLYNESIAN KINGDOM OF TONGA: LATE 18TH & EARLY 19TH CENTURY ACTIVITIES.**

Leaving Tonga not for Tasmania but directly for England, Lawry cleared himself. In thinking for the future, Lawry left two young Englishmen on Tongatapu to look after the supplies and mission settlement. Aware of the value of "hostages" for Missionary ends, two Tongans were taken by Lawry to England to ensure the safety of Lilley and Tyndall who remained in Tonga. This was a wise move, for Lilley later wrote in his *Journal* for 15 August 1824 of a story he had heard that "at first they [the Tongans] were for taking the ship" but this plan failed to materialize; Lilley also added that: "...about three months later when the ship was gone to the Colony the chief agreed to kill the whole of us that as the ship was gone and we had all the property with us that they might as well kill us and take the property." This plan failed to materialize since the Tongan Chief wisely told his people that "as his relations had gone in the ship" to Australia and "would soon be back and what would he do if we were dead." The idea of hostages worked.

Extract from Dr. Charles F. Urbanowicz / Professor of Anthropology California State University, California.

QUESTION 5 – COLONIALISM, IMPERIALISM AND CAPITALISM

PART A: TEXT COMPREHENSION

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

Resource J

Cultural and Survival: New Caledonia

When New Caledonia was annexed by France in 1853, the development of the colony became tied to settler colonialism, mineral exploitation, ranching, and the establishment of a penal colony, all necessitating the expropriation of large tracts of native land. Throughout New Caledonia's history, land has been at the heart of the conflict between settlers and the indigenous Kanakas.

Since 1972 Cultural Survival has been advocating for Indigenous Peoples' rights and supporting Indigenous communities' self-determination, cultures and political resilience.

1. State an advantage and disadvantage of the changes that the French introduced to New Caledonia.

Advantage :

Disadvantage:

2. Identify **ONE** (1) important mineral that was exploited in New Caledonia.

3. Define a “penal colony”

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

4. Identify **ONE** (1) key figure in the French annexation of New Caledonia.

Skill level 1	
1	
0	
NR	

5. Describe the “indigenous Kanakas”.

Skill level 2	
2	
1	
0	
NR	

6. Discuss the reaction of the people of New Caledonia to the changes brought in by the French.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: SHORT ESSAY

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ESSAY TOPIC:

- Discuss the nature of the British rule in Fiji as a colonial power.
- Evaluate **ONE** (1) reaction by the Fijians.

Resource K**Fiji in Brief**

After Fiji was ceded to Great Britain in 1874, epidemics nearly wiped out the population and it seemed as if the natives were doomed. But the colonial government took the Fijians side.

Land sales were forbidden, health campaigns implemented and the population picked up again. Theirs was not, of course, the culture of the heathen 'golden age', but one modified by the new religion and increasingly the new economic order. Yet in today's Fiji, independent since 1970, a surprising amount has survived.

History, government account of Fiji, Fiji High Commission to UK

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