MARKER CODE				

Student Enrolment Number (SEN)									

TONGA FORM SIX CERTIFICATE 2020

HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading time

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. Answer **ONLY THREE** (3) questions.

QUESTION	TOPICS	TOTAL SKILL LEVEL
	COMPULSORY	
ONE	COOPERATION AND CONFLICTS: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990S.	26
Tick ✓	**OPTIONAL** the TWO (2) options of the Questions you are answering.	
☐ **TWO**	MIGRATION AND EXPLORATION:NAVIGATING AND MAPPING OF THE PACIFIC	22
☐ **THREE**	LEADERSHIP: KING TAUFA'AHAU TUPOU IV, 1918-2006	22
☐ **FOUR**	RELIGION AND BELIEFS: THE CHRISTIAN MISSIONS IN TONGA.	22
☐ **FIVE**	GOVERNMENT AND GOVERNANCE: MODERN GOVERNMENT IN THE USA.	22
☐ **SIX**	COLONIALISM, IMPERIALISM AND CAPITALISM : THE MAJOR COLONIAL POWERS IN THE PACIFIC 1870-1970s	22
	TOTAL	**70**

3. Answer **QUESTION ONE** and **TWO OTHER QUESTIONS** from questions **TWO – SIX**.
4. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
5. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
6. 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.
7. Check that this booklet contains pages 2-59 in the correct order and that pages 57-59 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: CO-OPERATION AND CONFLICTS: THE 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

Source:
https://www.google.com/search?q=Czechoslovakia+1968+cartoon+images&rlz=1C1GIGM_enTO810TO810&oq=c&aqs=chrome.0.69i59l3j69i60l3j5l2.5147j0j4&sourceid=chrome&ie=UTF-8

1. Identify **ONE** domestic challenge confronted by the government of Czechoslovakia (1948-1968) due to its invasion by the Soviet Union.

Skill level 1	
1	
0	
NR	

_____

_____

2. Describe the reaction from the Warsaw Pact countries and other Superpowers towards the Soviet Union's action.

_____

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_____

Skill level 2	
2	
1	
0	
NR	

3. Explain how the Soviet Union justified its actions with the Brezhnev Doctrine.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Source:
https://www.google.com/search?q=mutual+assured+destruction+%28mad%29+cold+war&tbm=isch&safe

4. Use the ideas presented in **Resource B** to define 'Deterrence'.

_____

_____

_____

_____

Skill level 1	
1	
0	
NR	

5. Explain how the idea of deterrence has avoided a full nuclear war between the Superpowers.

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART C: TEXT INTERPRETATION

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

Resource C

Détente between East and West, 1962-1975

After the Cuban crisis, the world entered an extended period of détente until the mid-1970s. Contact between the power blocs increased, and several important sources of conflict found at least a temporary solution. Most importantly, the situation in the central region, Europe, was normalized in a manner that was acceptable to both sides. In a sense, détente in Europe overshadowed the continuing conflicts in other parts of the world.

Source: Lundestad, G. (1999. East, West, North, South Major Developments in International Politics since 1945, pg. 81

6. Define Détente.

_____

_____

_____

Skill level 1	
1	
0	
NR	

7. Identify **ONE** success of Détente.

_____

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_____

Skill level 1	
1	
0	
NR	

8. Describe the motives for Détente.

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Skill level 2	
2	
1	
0	
NR	

9. Explain the reasons for the successes of Détente between the Soviet Union and the USA.

Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials below as well as 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

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
1.1. Identify **key figures** related to the establishment of Communism in China.	1		Irrelevant/ incorrect key figures	Correct key figures identified			
1.2. Identify the **key factors** that led to the increased bitterness and disharmony between Communist China and the Soviet Union.	1		Irrelevant/ incorrect key factors	Correct key factors identified			
1.3. Explain events related to the **birth of Communist China.**	3		Irrelevant/ incorrect events	State one related event	States and describes at least 2 related events	Full explanation of at least 2 related events and are linked to the birth of Communist China	
1.4. Evaluate the **relationship** between Communist China and the Soviet Union during the renewed search for security, 1970-1990.	4		Irrelevant/ incorrect relationship stated	A correct relationship between the superpowers is stated	Correct description of relationship given	Correct and full description of relationship explained and related to renewed search for security	Evaluates the relationship between the superpowers and justification for the evaluation is given

ESSAY TOPIC:

- Explain the events relating to the birth of Communist China.
- Evaluate the relationship between Communist China and the Soviet Union during the renewed search for security, 1970-1990.

Resource D

THE IMPORTANCE OF THE PEASANT MASSES TO THE REVOLUTIONARY MOVEMENT

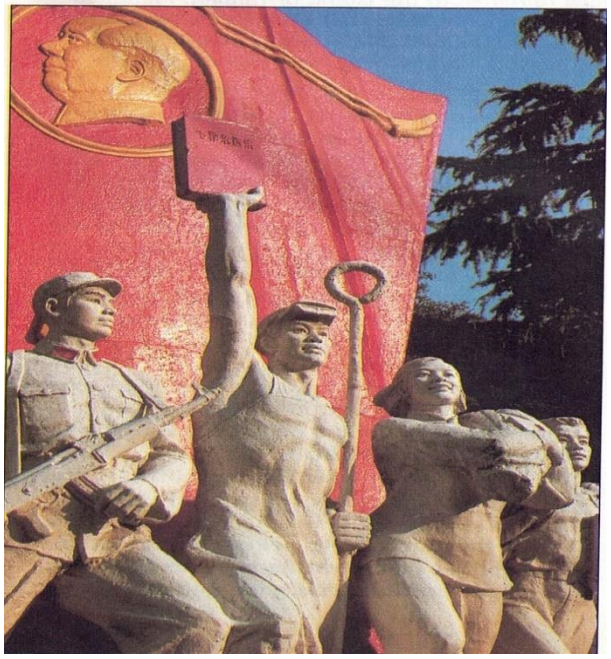
Because the Chinese proletariat by origin is largely made up of bankrupted peasants, it has natural ties with the peasant masses, which facilitates its forming a close alliance with them.

Therefore, in spite of certain unavoidable weaknesses, for instance, its smallness (as compared with the peasantry), its youth (as compared with proletariat in the capitalist countries) and its low educational level (as compared with the bourgeoisie), the Chinese proletariat is nonetheless the basic motive force of the Chinese revolution. Unless it is led by the proletariat, the Chinese revolution cannot possibly succeed . . .

The Chinese proletariat should understand that although it is the class with the highest political consciousness and sense of organization, it cannot win victory by its own strength alone. In order to win it, it must unite, according to varying circumstances, with all classes and strata that can take part in the revolution, and must organize a revolutionary united front. Among all the classes in Chinese society, the peasantry is a firm ally of the working class, the urban petty bourgeoisie is a reliable ally, while the national bourgeoisie is an ally in certain periods and to a certain extent . . .

Mao in *The Chinese Revolution and the CCP*, December 1939

This monument honors workers and soldiers in China. During the Cultural Revolution, tens of millions of Chinese studied the Little Red Book, held by the young worker. Mao Zedong, pictured on the banner, was considered the source of all good. "Chairman Mao is the bright golden sun," said the words of one popular song. "Oh how warm, oh how kind, lighting up our peasants' hearts. We are marching on the broad and happy socialist road."



24. Mao talking to peasants, Yenan, 1939. *(Eastfoto)*

Source: Tarling, N. 1977. 'Mao and the Transformation of China', pg. 32; Beers, B. 1990. 'World History Patterns of Civilisation, pg. 782

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

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

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

PART A: TEXT EVALUATION

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

Resource A

The Battle of Mactan 1521

The Battle of Mactan 1521 Rajah Kolambu directed Magellan and his men to Cebu, which he claimed was the best port for provisions. In Cebu, they were asked to pay tribute since this was customary for all ships that came back to trade. To this demand Magellan's interpreter answered, "the captain, as captain of so great a king as his, would not pay tribute to any lord in the world, that if he desired peace he should have peace, and if he desired war, war he should have". Antonio Pigafetta, the expedition's official chronicler, gives an eyewitness-account of the battle. But at midnight we set forth, 60 men armed with corselets and helmets … we arrived at Mactan three hourse before daylight. The captain would not fight at this hour, but sent the Moor to tell the lord of the place and his people that if they agreed to obey the King of Spain, and recognize the Christian Kings as their lord and give us tribute, they should all be friend. But if they acted otherwise they should learn how our lances pierced … and they followed us hurling poisoned arrows … so they slew our mirror, our light, our comfort and our true guide.

Source: artsandculture.google.com>entity>Antonio-pigafetta

1. Explain how Magellan and his fellow sailors described in **Resource A** above, viewed the locals of Cebu.

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Skill level 3	
3	
2	
1	
0	
NR	

2. Identify the country that Cebu in **Resource A** above belongs to.

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Skill level 1	
1	
0	
NR	

3. Whose account is the description in **Resource A** based on?

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Skill level 1	
1	
0	
NR	

PART B: TEXT INTERPRETATION

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

Resource B

The Pacific recognized

Europeans knew that there was a vast ocean to the west, and the Chinese knew that there was one to the east. Learned Europeans thought that the world was round and that the two oceans were one. In 1492 Columbus sailed west to what he thought was Asia. When Pedro Álvares Cabral, en route to Asia via the Atlantic and the Indian oceans, reached Brazil, in 1500, the true extent of the Americas began to become known. The Martin Waldseemüller map of 1507 was the first to show the Americas separating two distinct oceans. This guess was confirmed in 1513 when Balboa crossed Panama and found salt water. The Magellan expedition of 1519-22 proved that there was one continuous ocean from the Americas to Asia. The Diogo Ribeiro map of 1529 was the first to show the Pacific at about its proper size.

Source: ***https://en.wikipedia.org/wiki/Exploration_of_the_Pacific***

4. With reference to **Resource B**, describe how the Europeans viewed the layout of the world.

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Skill level 2	
2	
1	
0	
NR	

PART C: TEXT COMPREHENSION

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

Resource C

The Cook Islands, an island nation located in the Pacific Ocean, is in the news for mulling a name change that would reflect its Polynesian culture, departing from its colonial past. In the words of Danny Mataroa, head of the committee looking into the name change: "It must have a taste of our Christian faith, and a big say on our Maori heritage. And it must instil a sense of pride in our people, and unite our people." Named in 1835 after British explorer James Cook, the country became a self-governing territory in 1965 while being in free association with New Zealand.
While the country is in the headlines currently for the proposed name change, there are other examples of island nations that were named after colonial explorers, but went on to adopt more local names, in an attempt to reflect their native cultures. Some, however, continue to retain their old names in spite of enjoying political autonomy.

Source:https://indianexpress.com/article/explained/explained-why-cook-islands-mulling-name-change-5618564/

5. Describe the reasons why there is a desire for name change in some of the islands of the Pacific.

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Skill level 2	
2	
1	
0	
NR	

6. Identify a Pacific island that has changed its name from the name given by the explorers.

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Skill level 1	
1	
0	
NR	

7. Explain the significance of the event in **Resource C** for the Pacific region.

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Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials below as well as 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

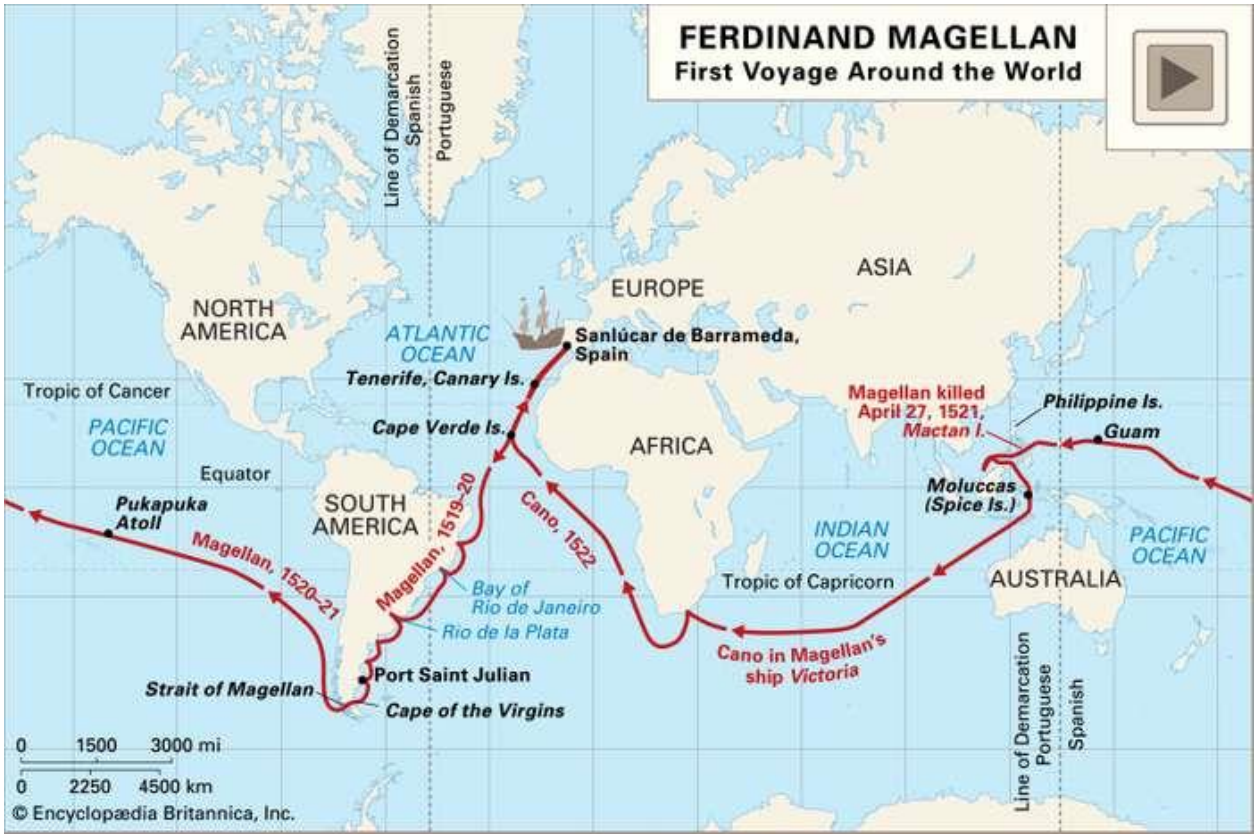
Your essay will be graded according to the scoring rubric given below. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
2.1. Name **an explorer** that explored the Pacific during the pre-contact period	1		Irrelevant/ incorrect	Correct explorer			
2.2. Identify a **name(s)** and **meanings of names** given by explorers to islands of the Pacific	1		Irrelevant/ incorrect	Correct name(s) and meaning(s) of islands of the Pacific			
2.3. Explain the **main reasons** for the exploration of the Pacific by the Europeans.	3		Irrelevant/ incorrect	States and describes 1 reason	States and describes at least 2 reasons	Full explanation of at least 2 reasons and the reasons are directly linked to the exploration of the Pacific	
2.4. Evaluate the **impact** of those explorations on Pacific society.	4		Irrelevant/ incorrect	One impact is stated	More than one impact is stated and described	More than one impact is stated and evaluated as either positive or negative	Evaluates the impacts of European exploration either as being positive or negative and justification for the evaluation is given

ESSAY TOPIC:

- Explain the main reasons for the exploration of the Pacific by the Europeans.
- Evaluate the impact of those explorations on Pacific societies.

Resource D



QUESTION THREE: LEADERSHIP: King Taufa'ahau Tupou IV, 1918-2006

PART A: TEXT INTERPRETATION

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

Resource A

Tupouto'a returned to Tonga on 12 December 1942 with Bachelor's degrees in Arts and Law, the first Tongan to graduate from a university. He had left Tonga for school 10 years earlier, and (because of the war) had not visited Tonga in the previous four years. The Queen was impressed as well as delighted with his achievements, and she appreciated what his education would mean for Tonga. She hoped that he would now spend some time in getting to know the people and in learning their traditions and customs, just as she had done when she had returned from school in Auckland in 1914. She reflected: "The pity of it is that he feels and thinks like a European …"

He had no interest in the slow business of learning genealogies and ritual. His impatience was a concern for the Queen who commented, "I personally consider that we would do very well to take things too slowly rather than too quickly"

Tupouto'a was not only a high achiever in the papālangi world, he was the descendant of three royal bloodlines, and outranked all other Tongans, even the Queen. … Salote decided that she would make use of his talents and qualifications by appointing him immediately to government.

Source: Wood-Ellem, E. Queen Salote of Tonga; The Story of an Era 1900-1965

1. Describe how Tupouto'a is the descendant of three royal bloodlines as referred to in **Resource A** above.

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_____

Skill level 2	
2	
1	
0	
NR	

2. With reference to **Resource A** and your own knowledge, explain how Tupouto'a's educational experience had prepared him for the quick westernization of Tonga.

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Skill level 3	
3	
2	
1	
0	
NR	

3. Name **ONE** government ministry which Tupouto'a had led and made important and longstanding contributions in.

_____

Skill level 1	
1	
0	
NR	

PART B: RESOURCE COMPREHENSION

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

Resource B

Hu Jintao Meets Tongan King Taufa'ahau Tupou IV

On the afternoon of October 18, 2004, Chinese President Hu Jintao met with Tongan King Taufa'ahau Tupou IV at the Diaoyutai State Guest Hotel

Hu Jintao said that since the establishment of China-Tonga diplomatic ties, bilateral relations have developed rapidly. The two countries witness frequent exchanges of visits and contacts at various levels, continuously expanded economic and trade cooperation and sustained growth of bilateral trade volume. The two sides make positive achievements in exchanges and cooperation of education, culture, health and tourism and maintain good communication and coordination in international and regional affairs. China appreciates King Tupou IV for making important contributions for realizing the normalization of China-Tonga relations and thanks Tonga for supporting the one-China policy and China's righteous stance on the Taiwan issue.

Source:* *http://to.chineseembassy.org/eng/tjjs/t166067.htm

4. With reference to **Resource B** above, describe **TWO** ways Tonga has benefitted from her relationship with China.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

5. With reference to **Resource B**, identify **ONE** way Tonga has benefitted China.

_____

_____

Skill level 1	
1	
0	
NR	

PART C: TABLE INTERPRETATION

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

Resource C

Table 11: Population growth since 1900

Year	Population	Comments
1900	19,968	
1911	21,712	
1921	23,759	Rate of increase accelerated markedly during the 1920s
1931	27,700	Lower rate of population increase during the depression. Crude death rate fell from 1934
1939	32,867	
1950	43,388	The large increase is the result of increased birth rates and child survival in the 1920s, causing a post war "baby boom"
1956	55,156	Growth rates in the 1950s and 1960s above 3 percent per year
1966	76,121	
1976	90,085	Much lower growth rate as a result of emigration
1986	94,535	Approximately 60,000 Tongan estimated to be living overseas
1989	90,485 (estimate)	

Source:Campbell, I. Island Kingdom: Tonga ancient and modern pg 189

6. Explain how the lower growth rates from 1976 to 1989 can be linked to education and regional and international relations.

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Skill level 3	
3	
2	
1	
0	
NR	

7. Identify **ONE** regional organization that dealt with shipping that Tonga was involved with during the reign of Taufa'ahau Tupou IV.

Skill level 1	
1	
0	
NR	

_____

PART D: SHORT ESSAY

Use the resource materials below as well as 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

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**
3.1. **Social, economic or political**	1		Irrelevant/ incorrect	One correct either eco, soc, pol achievement			
3.2**. Social, economic or political**	1		Irrelevant/ incorrect	One correct either eco, soc, pol achievement			
3.3. Explain **TWO challenges** faced by Tupou IV during his reign.	3		Irrelevant/ incorrect	Identifies one challenge	Identifies and describes more than one challenge	Identifies and explains TWO challenges and make clear linkages of the challenges to Tupou IV's reign and his leadership	
3.4. Evaluate the **extent** of Tupou IV's **success** in dealing with these challenges	4		Irrelevant/ incorrect	States one method/way of dealing with the challenges	More than one method is described	Explains more than one method of addressing the challenges and attempt to evaluate it as either successful, moderately successful or unsuccessful	Methods of addressing the challenges are evaluated as either successful, moderately successful or not successful and evidence is given in justification

ESSAY TOPIC:

- Explain **TWO** challenges faced by Tupou IV during his reign.
- Evaluate the extent of Tupou IV's success in dealing with these challenges.

Resource D

QUESTION FOUR: RELIGION AND BELIEFS: The Christian Missions in Tonga

PART A: TEXT INTERPRETATION

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

Resource A

The earliest evidence for the development of Tongan kinship is the legend of the origin of the Tu'i Tonga, or king of Tonga. According to this legend, the god Tangaloa came to earth and became the father of a boy, 'Aho'eitu. Before the boy was born, Tangaloa returned to his home in the sky and the boy was brought up by his mother, a woman of Tonga. One day, 'Aho'eitu asked his mother about his father, and she told him where he could find the god. The boy travelled to where the gods lived, and was welcomed by Tangaloa. 'Aho'eitu, however, found that he had four half-brothers, all of them older than he, and jealous of him. Resolving to do away with him, the brothers killed and ate him. Tangaloa was angry when he discovered the crime, and made the cannibal brothers vomit what they had eaten into a bowl. 'Aho'eitu was thus reconstituted and restored to life. The brothers were compelled to pay respect to 'Aho'eitu as their superior, although he was younger, and to serve him. 'Aho'eitu was then sent back to earth to rule in Tonga as the Tu'i Tonga, representing his divine father.

This story explains a number of things about Tongan kingship: it shows that Tongans believed their chiefs to be tapu because of their descent from the great god, Tangaloa; it explains how a younger brother of a different mother can be of higher rank than the elder brothers; and it explains the origin of the first *falefā*, the group of four high-ranking chiefs, descended from 'Aho'eitu's divine brothers, whose job was to support and protect the Tu'i Tonga.

Source: Campbell, I. Island Kingdom, pg.7

1. With reference to **Resource A**, describe the origin of Tonga's hierarchical system.

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Skill level 2	
2	
1	
0	
NR	

2. With reference to **Resource A**, explain the relationship between Tongan traditional society and her traditional religious beliefs and practices.

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_____

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

Captain Wilson landed ten missionaries in Tongatapu on 12 April 1797 (Wilson 1799:105-6). They were under the protection of Tuku'aho, the most powerful chief in Tonga at the time, and his aged father, Mumui, who was then the Tu'i Kanokupolu. This well-meaning effort was doomed to fail right from the beginning, for the missionaries were ill-equipped for this tremendous task, and the Tongans themselves were not ready for the new religion.[1]

Initially cordial relationship were maintained between the missionaries and the leading Tongan chiefs, but the problem of communication proved a formidable barrier between the two parties. For months the missionaries were unable to communicate with the people about Christianity, let alone conduct any religious services for the people because of their ignorance of the language. Most of their time was spent in trying to establish a garden and learn the language, and worrying about the safety of their diminishing trade goods.

It was soon apparent that the Tongan chiefs were only interested in the missionaries' trade goods and not their teachings. The early good relationship was due mainly to the missionaries' ability to satisfy the chiefs' demands for European goods.

However, as their supplies began to decrease, and the missionaries became less generous with their gifts, thefts occurred.

Source: Latukeful, S. Church and State, pg.25

3. According to **Resource B** above, 10 missionaries landed in Tongatapu in 1797. Name a trade which some of these missionaries belonged to.

_____

_____

Skill level 1	
1	
0	
NR	

4. Describe **TWO** challenges faced by the early Christian missions.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

5. Explain the relationship between the expansion of the missions in Tonga and their ability to trade.

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: RESOURCE INTERPRETATION

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

Resource C

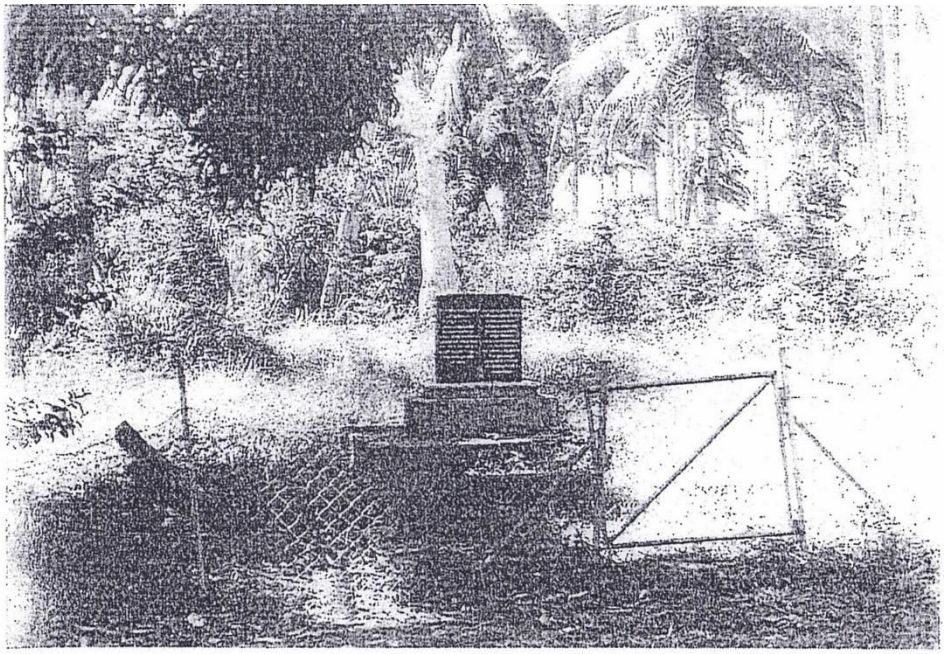


Plate 8: Memorial stone on the site of the missionary John Thomas's first house at Hihifo to commemorate the holding of the first Christian communion service on Tongan soil.

Source: Campbell, I. Island Kingdom, pg.53

6. What year did John Thomas arrive in Tongatapu?

Skill level 1	
1	
0	
NR	

_____

7. Where in Hihifo, Tongatapu was the John Thomas mission established?

Skill level 1	
1	
0	
NR	

_____

PART D: SHORT ESSAY

Use the resource materials below as well as 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

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
4.1. Name **examples of missionaries** who were part of the **first missionary group** into Tonga	1		Irrelevant/ incorrect	One Correct missionary group/year			
4.2. Name the **various locations** in Tonga these **missions operated on**	1		Irrelevant/ incorrect	One correct location of a mission in Tonga			
4.3. Explain the **aims** for the establishment of Christian missions in Tonga	3		Irrelevant/ incorrect	Identify one aim	Identifies and describes more than one aim	Full explanation of more than one aim showing linkages between aims and the missions	
4.4. Evaluate the **impact** of these missions and Christianity on Tongan society	4		Irrelevant/ incorrect	Identify one impact	Describes more than one impact	More than one impact is explained or evaluated and showing strong linkage between the impact and the missions	Impacts are evaluated as wither positive or negative and evidence is given in support of evaluation made

ESSAY TOPIC:

- Explain the aims for the establishment of Christian missions in Tonga.
- Evaluate the impact of these missions and Christianity on Tongan society.

Resource D

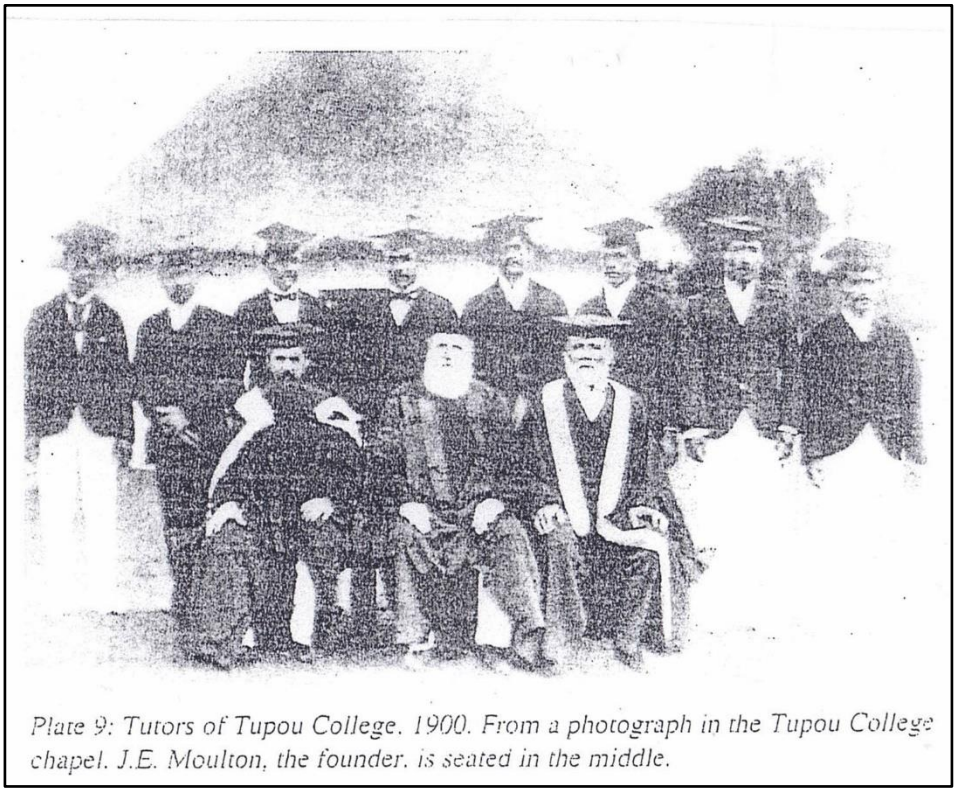


Plate 9: Tutors of Tupou College, 1900. From a photograph in the Tupou College chapel. J.E. Moulton, the founder, is seated in the middle.

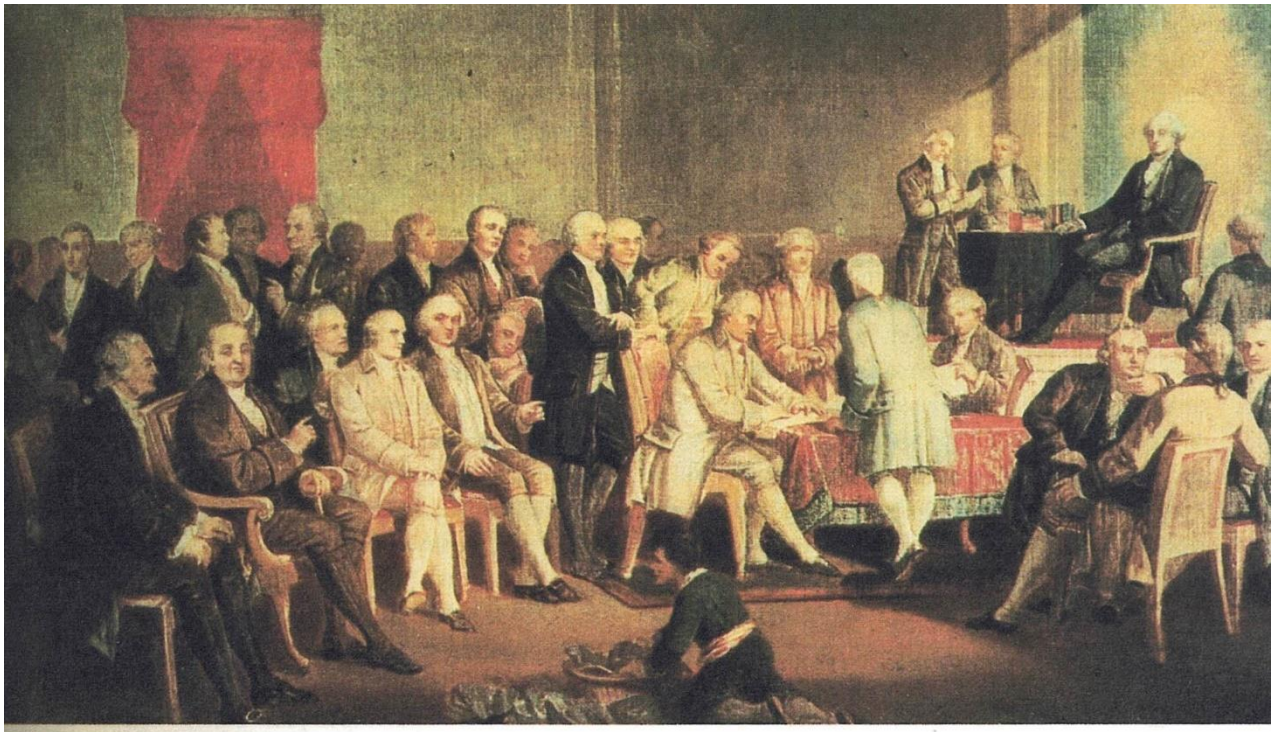
Source: Campbell, I. Island Kingdom, pg.88

QUESTION FIVE: GOVERNMENT AND GOVERNANCE: Modern Government in the USA.

PART A: RESOURCE INTERPRETATION

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

Resource A



George Washington, shown on the right, presided over the Constitutional Convention. The 55 delegates to the Convention included Franklin, Hamilton, Adams, Madison, and many other famous Americans.

Source: Patrick, J. and Berkin, C. 1987. History of the American Nation, pg. 195.

1. Identify the purpose of **Resource A** as a historical source in showing how the USA will be governed.

_____

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Skill level 1	
1	
0	
NR	

2. Name the type of government in the USA today.

_____

Skill level 1	
1	
0	
NR	

3. Describe the type of government named in no. 2 above**.**

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_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

4. Explain with supported reasons how this government have continued over time.

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Skill level 3	
3	
2	
1	
0	
NR	

Part B: TEXT EVALUATION

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

Resource B

Monument to Jackson, "The People's President"

Andrew Jackson was called "the people's President." He believed that all citizens, rich and poor alike, and not just property owners, should be able to vote. Jackson also felt that the nation's leaders should be ordinary people who used common sense to guide them in public office. His motto was "Let the people rule."

Jackson favored greater political power for ordinary Americans. And he also took a strong interest in their well-being. His ideas became known as **Jacksonian Democracy**. For the first time, the common people, ordinary Americans, were the center of a President's political program. The people, in turn, responded warmly to Jackson and made him one of the most popular Presidents in American history.

Source: Patrick, J. and Berkin, C. 1987. History of the American Nation, pg. 307

5. Identify the purpose of the historical source of information in **Resource B** regarding democracy in the USA.

_____

_____

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Skill level 1	
1	
0	
NR	

6. Describe **ONE** perspective of democracy identified in **Resource B.**

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Skill level 2	
2	
1	
0	
NR	

7. Interpret **Resource B** to correctly explain the **Jacksonian Democracy.**

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Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

Use the resource materials below as well as 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

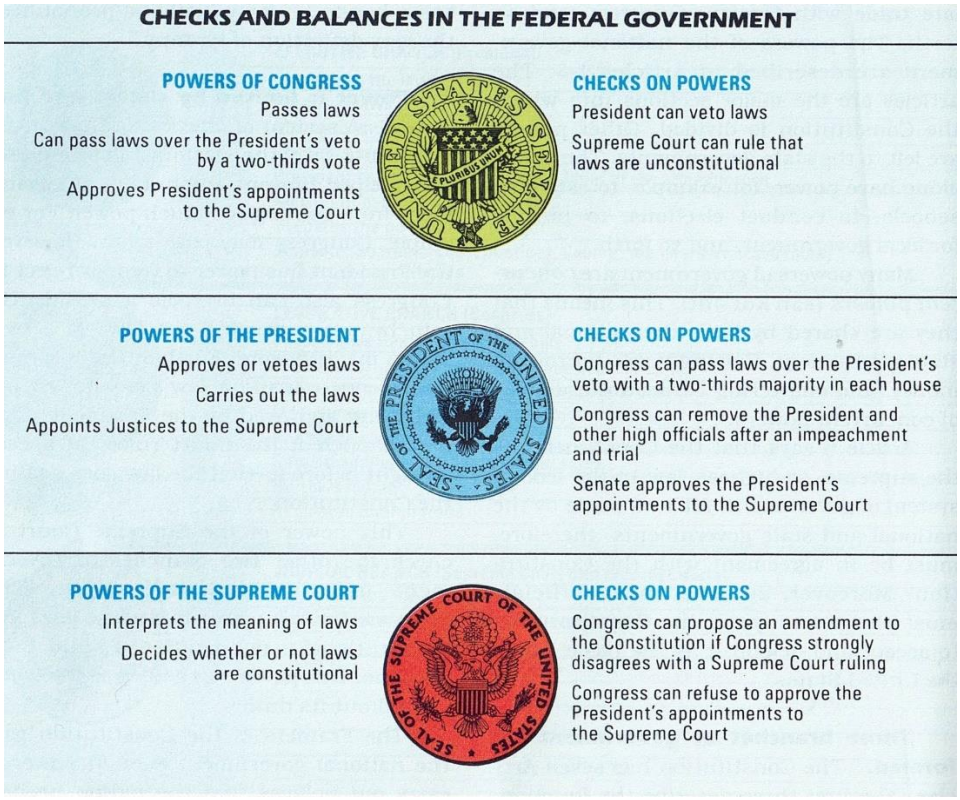
Your essay will be graded according to the scoring rubric given below. Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
5.1. Name significant **primary and secondary sources** of information for the functions of mechanisms of government in the USA	1		Irrelevant/ incorrect	One correct primary/ secondary source			
5.2. Identify the **purpose** of each source of information	1		Irrelevant/ incorrect	One correct purpose of each source of information			
5.3. Explain the **history** of the functions of mechanisms of government in the USA by **integrating appropriate evidence from a range of sources**	3		Irrelevant/ incorrect	Identify one aspect of history/ appropriate evidence	Identifies and describes one aspect of history' appropriate evidence	Full explanation of the history/ integrate appropriate evidence from a range of sources	
5.4. Account (give evidence and reasons) for the **different perspectives of individuals and groups in the past** on the functions of the mechanisms of government in the USA	4		Irrelevant/ incorrect	Identify one perspective: evidence/ reason from an individual/ group	Describes more than one perspective: evidence/ reason from individuals/ groups	More than one perspective: evidence/reasons explained or evaluated and showing strong linkage to the functions of the mechanisms of government in the USA	Account with evidence/reasons perspectives of individuals/groups and showing strong linkage to the functions of the mechanisms of government in the USA

ESSAY TOPIC:

- Explain the history of the functions of mechanisms of government in the USA by integrating appropriate evidence from a range of sources.
- Account (*give evidence and reasons*) for the different perspectives of individuals and groups in the past on the functions of the mechanisms of government in the USA

Resource Di



Resource Dii

However, not every farmer was against ratification. Jonathan Smith, for example, supported the Constitution at the Massachusetts convention. He replied to Amos Singletary:

> "I am a plain man, and get my living by the plough. I am not used to speaking in public, but I beg your leave to say a few words to my brother plough-joggers [farmers] in this house.
>
> . . . I have known the worth of good government by the want of it . . . when I saw this Constitution, I found that it was a cure for these disorders . . . .
>
> I don't think the worse of the Constitution because lawyers, and men of learning, and moneyed men are fond of it. . . . We must all swim or sink together."

Source: Patrick, J. and Berkin, C. 1987. History of the American Nation, pg. 195.

QUESTION SIX: COLONIALISM, IMPERIALISM AND CAPITALISM:
The Major Colonial Powers in the Pacific 1870-1970s.

PART A: TEXT INTERPRETATION

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

Resource A

Measles epidemic of 1875

To celebrate the annexation of Fiji, Hercules Robinson, who was Governor of New South Wales at the time, took Cakobau and his two sons to Sydney. There was a measles outbreak in that city and the three Fijians all came down with the disease. On returning to Fiji, the colonial administrators decided not to quarantine the ship that the convalescents travelled in. This was despite the British having a very extensive knowledge of the devastating effect of infectious disease on an unexposed population. In 1875–76, an epidemic of measles resultant of this decision killed over 40,000 Fijians, about one-third of the Fijian population. Some Fijians who survived were of the opinion that this failure of quarantine was a deliberate action to introduce the disease into the country. Whether this is the case or not, the decision, which was one of the first acts of British control in Fiji, was at the very least grossly negligent.

Source: https://en.wikipedia.org/wiki/History_of_Fiji

1. Identify a key figure from **Resource A** who was involved in the annexation process of Fiji.

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Skill level 1	
1	
0	
NR	

2. Describe how the Fijians reacted to the situation described in **Resource A** above.

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Skill level 2	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

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

Resource B

The push for independence – overwhelmingly supported by New Caledonia's indigenous Kanak population, who make up about 40% of the population – now appears a real possibility for 2022.

Sunday's poll was the second of potentially three national referendums agreed under the 1998 Nouméa Accord, a carefully negotiated de-colonisation plan brokered to end a deadly conflict between the mostly pro-independence Kanak population and the descendants of European settlers, known as Caldoches, in the 1980s.

That violence culminated in a bloody, drawn-out hostage crisis in 1988 that saw 19 separatists killed on one side, and six police and special forces soldiers on the other.

While the yes/no divide is regularly cast as a contest between separatist Kanaks and loyalist Europeans, New Caledonia's 180,000-strong voting roll also includes descendants of indentured Indochinese labourers, as well as more recent migrants from France, Wallis and Futuna, Vanuatu and other French dependencies.

Source:* *https://www.theguardian.com/world/2020/oct/04/new-caledonia-rejects-independence-from-france-for-second-time

3. Describe how the indigenous people of New Caledonia have responded to the presence and influence of the French in New Caledonian society.

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Skill level 2	
2	
1	
0	
NR	

4. What is the name given to the indigenous people of New Caledonia?

_____

Skill level 1	
1	
0	
NR	

5. Explain how the ethnic make up of the population of New Caledonia can create problems for the desire for independence

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: TEXT EVALUATION

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

Resource C

DENATIONALIZATION

This type of policy instituted by the occupying State is called denationalization, which was codified by the Commission on the Responsibility of the Authors of War and Enforcement of Penalties as a war crime in 1919…

Since this policy of denationalization began, it had become so pervasive and institutionalized throughout Hawai'i that the national consciousness of the Hawaiian Kingdom was nearly obliterated. It also had a devastating effect on the Hawaiian population that effectively made them strangers in their own country. If the children weren't Americanized enough they were not allowed to attend high school and entered the work force after completing grade school. When Inglis compared the student populations between the grade schools and that of Honolulu High School, he wrote, "The change in the color scheme from that of the schools below was astounding. Below were all the hues of the human spectrum, with brown and yellow predominating; here the tone was clearly white (Inglis, p. 228)."

Source: https://www.nea.org/advocating-for-change/new-from-nea/impact-us-occupation-hawaiian-people

6. With reference to **Resource C** above, explain the impact of American rule on the Hawaiian society.

_____

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Skill level 3	
3	
2	
1	
0	
NR	

7. Who was the last indigenous ruler of Hawaii before American annexation?

Skill level 1	
1	
0	
NR	

_____

PART D: SHORT ESSAY

Use the resource materials below as well as 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

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
6.1. Identify **key figure** related to the influence of the British empire in Fiji	1		Irrelevant/ incorrect	One correct key figure			
6.2. Identify **key figure** related to the influence of the British empire in Fiji	1		Irrelevant/ incorrect	One correct key figure			
6.3. Explain the **influence** of the British colonial policies and actions on Fijian society	3		Irrelevant/ incorrect	Identify one influence/British policy/action	Identifies and describes more than one aim	Clear explanation of more than one influence with clear linkages	
6.4. Evaluate the **impact** of these missions and Christianity on Tongan society	4		Irrelevant/ incorrect	Identify one impact	Describes more than one impact	More than one impact is explained or evaluated making clear links	Impacts of influences are evaluated either as positive, negative, or strong or weak and evidence is given in support of the evaluation made

ESSAY TOPIC:

- Explain the influence of the British colonial policies and actions on Fijian society.
- Evaluate the impact of these influences on Fijian society up to the 1970s.

Resource D

In order to further consolidate social control throughout the colony, Governor Gordon introduced a system of appointed chiefs and village constables in the various districts to both enact his orders and report any disobedience from the populace. Gordon adopted the chiefly titles Roko and Buli to describe these deputies and established a Great Council of Chiefs which was directly subject to his authority as Supreme Chief. This body remained in existence until being suspended by the Military-backed interim government in 2007 and only abolished in 2012. Gordon also extinguished the ability of Fijians to own, buy or sell land as individuals, the control being transferred to colonial authorities.

Source: https://en.wikipedia.org/wiki/History_of_Fiji

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