MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2021

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 ONE** and **TWO OTHER QUESTIONS** from questions **TWO - SIX**.

QUESTION		STRANDS	TOTAL SKILL LEVEL
COMPULSORY			
ONE		**COOPERATION AND CONFLICT:** THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945- 1990s	28
QUESTION TWO - SIX	**Please ✓ choice**	**OPTIONAL TOPICS**	
TWO		**MIGRATION AND EXPLORATION:** NAVIGATING AND MAPPING OF THE PACIFIC	21
THREE		**LEADERSHIP:** KING TAUFA'AHAU TUPOU IV, 1918-2006	21
FOUR		**RELIGION AND BELIEFS:** THE CHRISTIAN MISSIONS IN TONGA.	21
FIVE		**GOVERNMENT AND GOVERNANCE:** MODERN GOVERNMENT IN THE USA.	21
SIX		**COLONIALISM, IMPERIALISM AND CAPITALISM:** THE MAJOR COLONIAL POWERS IN THE PACIFIC 1870-1970s	21
		TOTAL	**70**

3. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
4. 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.
5. Check that this booklet contain pages **2 - 59** in the correct order and that page 59 has 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

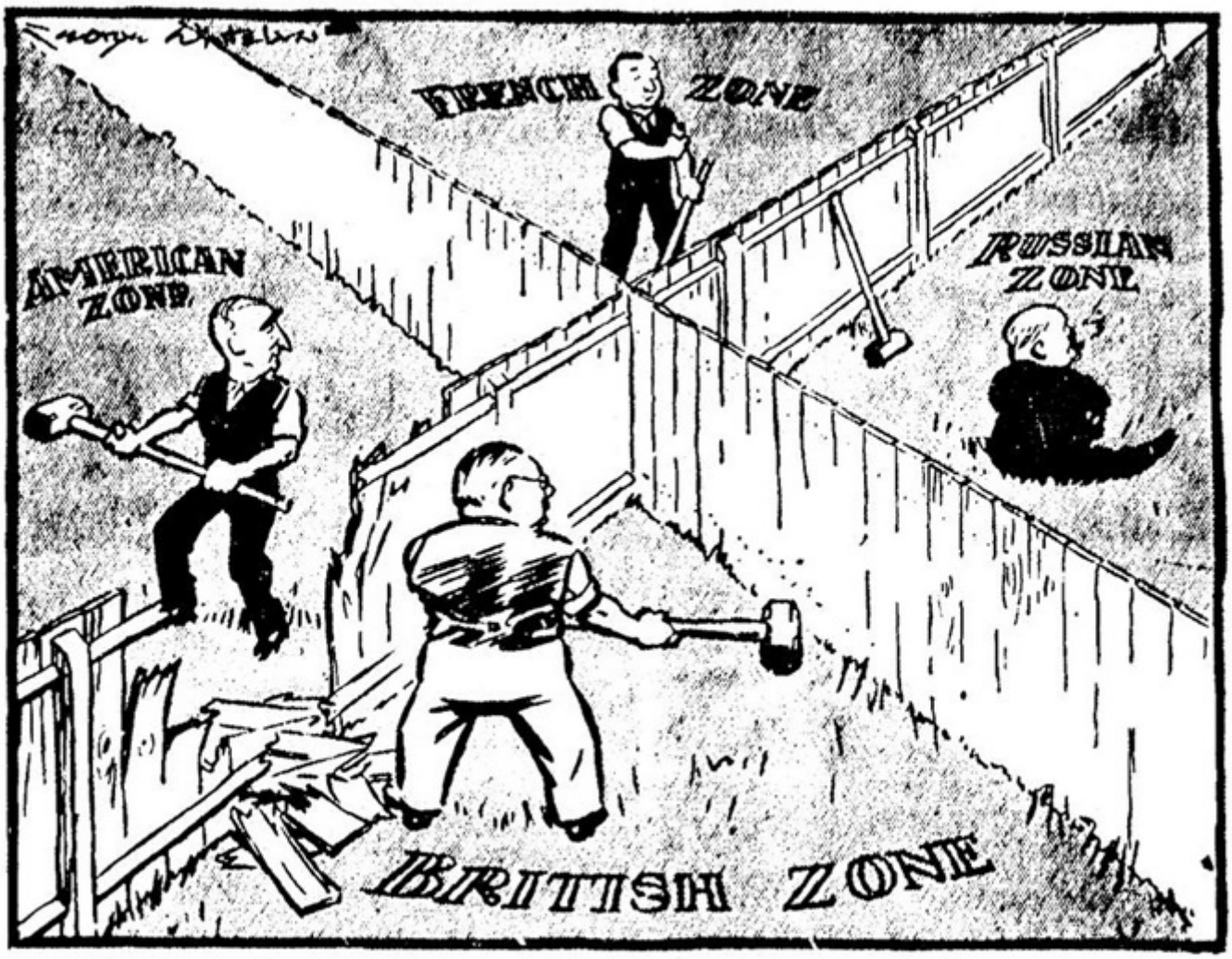
QUESTION ONE: CO OPERATION AND CONFLICT: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945 - 1990s

PART A: CARTOON INTERPRETATION

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

Resource A

Cartoon on the merging of Germany's American, French and British occupation zones (2 August 1946)



Diese Karikatur bringt der „Daily Herald" mit der Unterschrift: Zweie sind schon ein Verein - doch viere würden besser sein.

'*Two's company, but four would be better*'. On 2 August 1946, the German daily newspaper Die Welt illustrates Moscow's displeasure at the prospect of Britain and America merging their occupation zones in Germany on 1 January 1947.

https://www.google.com/ search?q=Cartoons+on+Post+world+war+II+division+of+Germany&rlz

1. Give reasons why the man in the Russian zone is refusing to cooperate with the men from the other zones.

Skill level 2	
2	
1	
0	
NR	

2. Explain the impact of the Russian zone's refusal to work with the other zones and its impact on Germany and the other zones as a whole.

Skill level 3	
3	
2	
1	
0	
NR	

3. Describe the consequences of the Russian zone's action.

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_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

4. Identify **ONE (1)** of the leaders of the 4 zones during the time shown in **Resource A**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Analyzing a counter-intelligence cyber operation

Image source: https://acculturated.com/daily-scene/spy-vs-spy/

5. Referring to **Resource B,** identify the incident that resulted in the intelligence and counter-intelligence between the Soviet Union and the United States.

_____

_____

_____

Skill level 1	
1	
0	
NR	

6. Explain the effects of the establishment of spying organizations on the effort of superpowers to have a better relationship.

_____

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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

Korean War

This invasion was the first military action of the Cold War. By July, American troops had entered the war on South Korea's behalf. As far as American officials were concerned, it was a war against the forces of international communism itself. After some early back-and-forth across the 38th parallel, the fighting stalled and casualties mounted with nothing to show for them. Meanwhile, American officials worked anxiously to fashion some sort of **armistice** with the North Koreans. The alternative, they feared, would be a wider war with Russia and China–or even, as some warned, World War III.

https://www.history.com/topics/korea/korean-war

7. Identify a reason for America's involvement in the Korean War, according to **Resource C**.

_____
_____
_____

Skill level 1	
1	
0	
NR	

8. Name the division that separated North and South Korea.

_____
_____
_____

Skill level 1	
1	
0	
NR	

9. Define the word "**armistice**" mentioned in **Resource C**.

_____
_____
_____

Skill level 1	
1	
0	
NR	

10. Explain reasons for Soviet, Chinese and American interest in the development of Korea.

Skill level 3	
3	
2	
1	
0	
NR	

PART D: TEXT COMPREHENSION

Resource D

DETENTE

Detente began tentatively in 1971 and took decisive form when President Richard M. Nixon visited the secretary-general of the Soviet Communist party, Leonid I.
The goal of détente was to continue to resist and deter Soviet adventurism while striving for "more constructive relations" with the Communist world.
The Cuban leader Fidel Castro said in an interview broadcast Friday that he believed the fears generated by the Cuban missile crisis of 1962 enabled the United States and the Soviet Union to achieve a period of detente later on. They were able to achieve detente.

https://askinglot.com/what-was-detente-in-the-cold-war

11. Define in your own words, '**Détente**', as mentioned in **Resource D**.

_____
_____
_____

Skill level 1	
1	
0	
NR	

12. Identify **ONE (1) success** of Détente.

_____
_____
_____

Skill level 1	
1	
0	
NR	

13. According to **Resource D**, identify the goal of Détente.

_____
_____
_____

Skill level 1	
1	
0	
NR	

PART E: 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. Evaluate major events related to the renewed search for security between 1970-1990.	4		Irrelevant/ incorrect events	State one related event	States and describes at least 2 related events	Full explanation of at least 2 events related to the renewed search for security and giving examples	Evaluating at least 3 or more events with examples to back the statement
4.2. Account for the perspectives relating to the renewed search for security, 1970 - 1990.	3		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	

ESSAY TOPIC:

- Evaluate major events related to the renewed search for security between 1970-1990.
- Account for the perspectives relating to the renewed search for security, 1970-1990.

Resource E

The Odd Couple

Source: Bill Mauldin, *Chicago Sun-Times*, 1973 (adapted)

http://quizlet.com/19708419/cold-war-cartoons-1969-85-flash-cards

Because both superpowers were capable of pushing a button and virtually obliterating one another within a matter of minutes, military theorists formulated the doctrine of mutually assured destruction, or MAD. According to this view, if one country launched missiles, the other, having a few minutes' notice before impact, would retaliate by launching missiles also. Both countries, therefore, would be destroyed. Some viewed this doctrine as a deterrent to war because both countries would be less likely to launch missiles knowing that it would only result in mutual destruction.

Nate Sullivan https://study.com/academy/lesson/nuclear-arms-race.html

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: VISUAL INTERPRETATION

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

Resource A

Ferdinand Magellan reaches the Pacific

https://www.history.com/this-day-in-history/magellan-reaches-the-pacific

1. Explain the aims for Magellan's exploration of the Pacific

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

2. Identify the meaning of the name '***Pacific***' that Magellan gave the Pacific ocean.

Skill level 1	
1	
0	
NR	

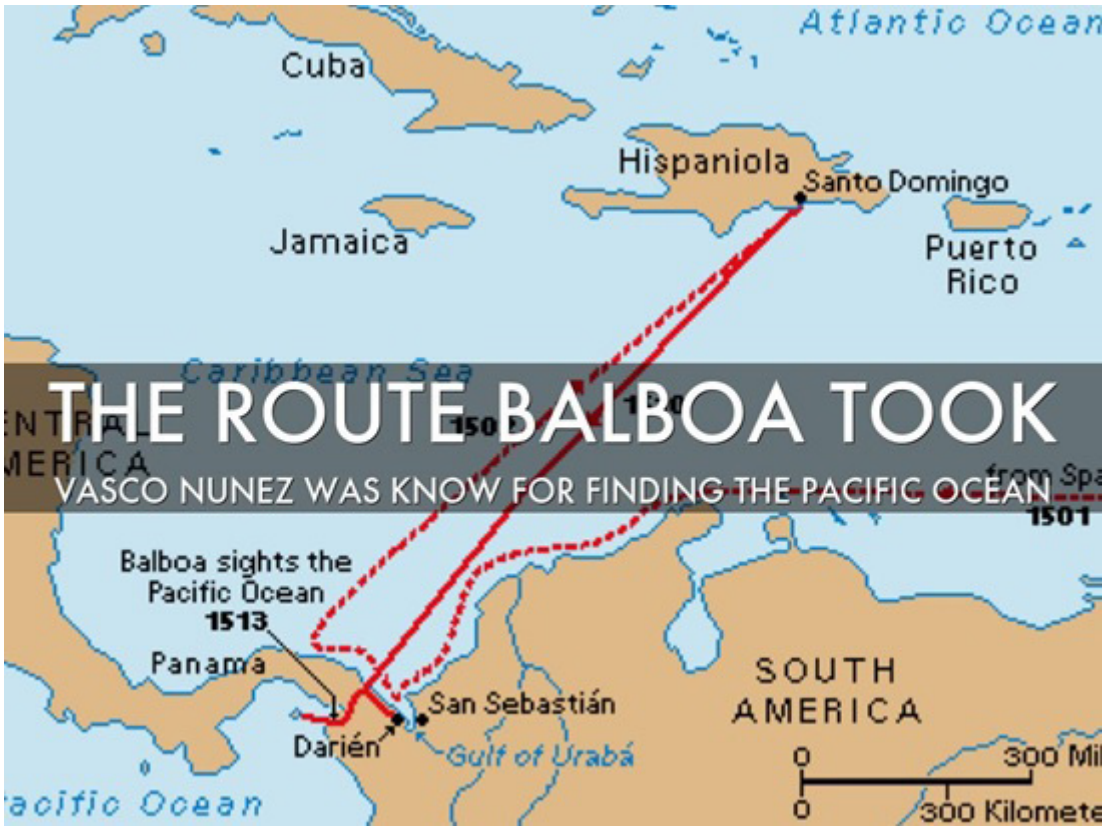
3. Magellan entered the Pacific Ocean through the dangerous Straits below South America. Identify the name that was given to this Strait.

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



4. With reference to **Resource B**, describe problems faced by Balboa in his attempt to reach the Pacific Ocean.

_____

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

5. According to **Resource B**, identify the area where Balboa stood from to sight the Pacific ocean**.**

_____

Skill level 1	
1	
0	
NR	

PART C: TEXT COMPREHENSION

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

Resource C

THE PACIFIC ISLANDS
IMAGES AND IMPACTS

A little over a century after Bougainville and Cook, a certain J. G. Wood published a tome with the title 'The Uncivilized Races of Men in All Countries of the World', and he commented on another group of Polynesians:

Being savages, the Samoans have many of the imperfections which necessarily accompany savage life, but at the same time they approach nearer to the "noble savage" of the poet than most races of men. They are hospitable, affectionate, honest, and courteous, and have been well described as a nation of gentlemen. Toward strangers they display a liberality which contrasts greatly with the cruel and blood thirsty customs of the Papuan tribes (1878: 1008).

These idyllic images of Polynesia and Polynesians came to be incorporated in and sustained by popular literature. In his book The Mentor published in the 1920's, Frederick O'Brien, a former editor of the Honolulu Advertiser, offered this view:

> I have roamed from Sakhalin to Tonga. Above all, I have loved Polynesia and shall remember it longest. In it are the most lovable and handsomest untutored men and women that grace the earth quoted in Wolfram 1984:49).

by Robert C. Kiste pg. 3-4

https://scholarspace.manoa.hawaii.edu/bitstream/10125/15516/1/OP27-1-21.pdf

6. Describe the views of the people of Polynesia as outlined in **Resource C**.

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

7. Referring to **Resource C**, explain the characters related to the Europeans' view of the Pacific region.

Skill level 3	
3	
2	
1	
0	
NR	

8. Referring to **Resource C**, identify an image of Polynesia that attracted visitors to visit its shores.

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
2.1 • Explain (giving evidence) the past regarding European views of the ocean and the islands of the Pacific.	4		Irrelevant/ incorrect response	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	Giving 3 or more explanations and evidence and clear explanation
2.2 • Explain the aims/reasons for the exploration of the Pacific by Europeans.	3		Irrelevant/ incorrect response	One explanation of the aim/reason	Two explanations is stated and described with very relevant examples	Comprehensive explanations giving 3 reasons. Show link.	

ESSAY TOPIC:

- Explain (giving evidence) the past regarding European views of the ocean and the islands of the Pacific.
- Explain the aims/reasons for the exploration of the Pacific by Europeans.

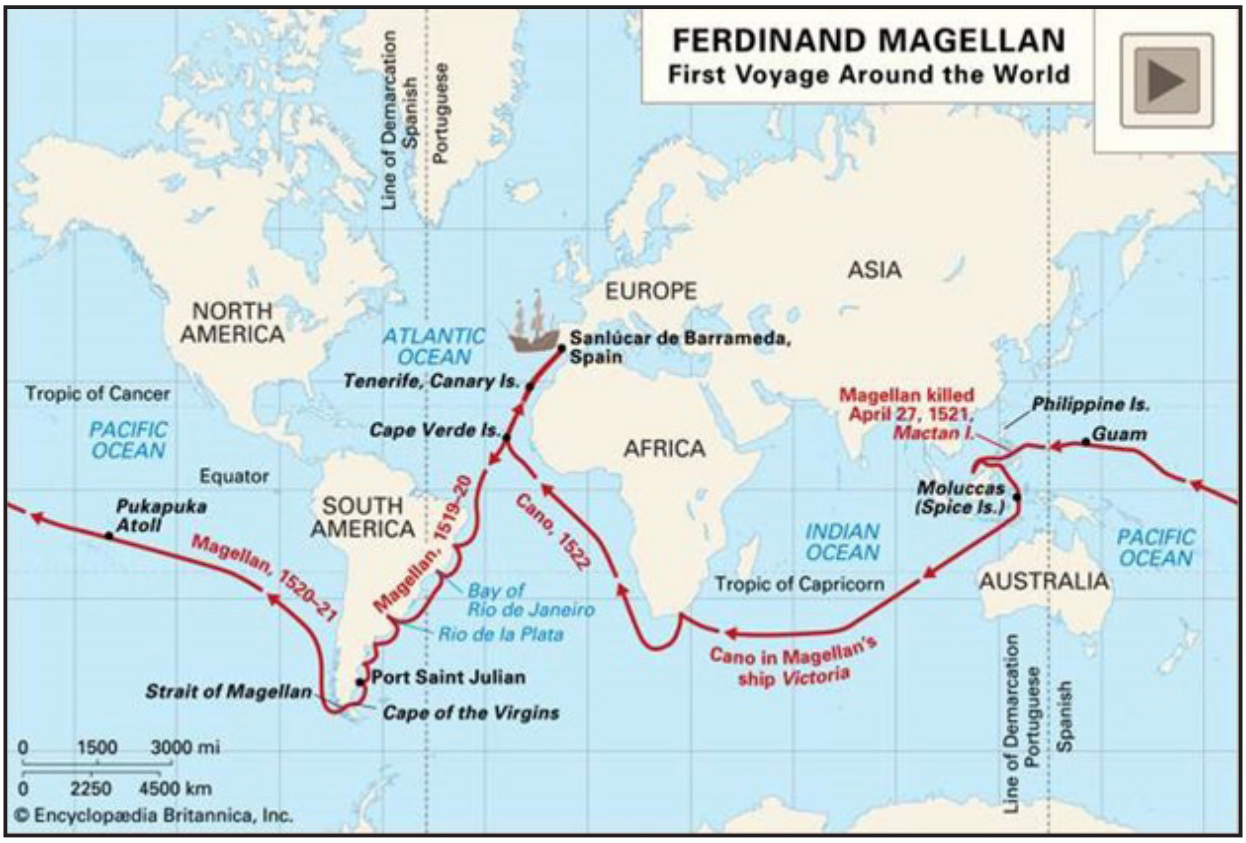
Resource D

THE PACIFIC ISLANDS - IMAGES AND IMPACTS

Bernard Bougainville named Tahiti New Cythera after the Greek island where Aphrodite, the goddess of love, had risen from the sea. Later, Sir Joseph Banks was also overwhelmed with Tahiti. As Smith (1960:26) has written:

> Banks was just as enthusiastic; to him as to Bougainville, Tahiti was the Golden Age come again. The sexual freedoms of the people filled him with admiration and delight, but in his English way, he was more circumspect about it than the Frenchman.

Robert C. Kiste



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

PART A: TEXT COMPREHENSION

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

Resource A

King Taufa'ahau Tupou IV of Tonga

When he succeeded his mother in 1965, Taufa'ahau was 47 and had been prime minister since 1949; before that he was minister of health and education, (1943-50). His education as crown prince had begun at a school run by the Free Wesleyan Church and continued at Tupou College, where, as an academically bright teenager, he obtained his leaving certificate at the age of 14. He was then sent to Australia to study: first at Newington College, in Stanmore, New South Wales, then at Sydney University (1938-42), where he read arts and law - and became the first Tongan in history to graduate.

Perhaps unsurprisingly given his own experience, widening the educational opportunities for his fellow Tongans became one of Taufa'ahau's lifelong passions. As education minister, he initiated spelling reforms to standardise the written Tongan language and established the kingdom's first teacher training college as part of a new formal structure of professional education. In 1945 he started a fund for Tongans to obtain higher education overseas.

Source:https://www.theguardian.com/news/2006/sep/20/guardianobituaries.rogercowe

1. With reference to **Resource A**, describe Tupou IV's roles as a political figure during his reign.

_____

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. With reference to **Resource A** and your own knowledge, explain with evidence the changes and developments that Tupou IV used.

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

3. Referring to **Resource A**, name **ONE (1)** government ministry which Taufa'ahau Tupou IV had led and made important and longstanding contributions to.

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Education, the King's weapon against poverty and ignorance

As a leader, the King sets an example, in education, religion, sports and through the example of his own hard-working lifestyle. His Majesty was the first Tongan monarch and the first Tongan to earn a university degree, and education continues to be the King's chief weapon for fighting ignorance and poverty in his developing Kingdom.

Tonga reached a new peak in its educational development, when the Royal School of Science was established early this year, and through its on-line service enabling students to study for certificates, diplomas, and university degrees with educational institutions overseas. However, the King expresses his concern about a lack of good teachers at the tertiary level, which has led to the closure of some useful classes in other areas.

As with trade, and an effort to maintain the high value of the Tongan Pa'anga, the King wants to make Tonga the centre in the region for Russian-made products and to open up new trade routes between Tonga and Russia. Tonga will also be importing farming equipment and aircraft from Mainland China.

The King recently introduced a new sport, hockey for girls, which he hopes will make them so tired that they will not have time to get into trouble.

The King granted the Matangi Tonga this interview, as the whole of Tonga prepared to celebrate His Majesty's 80th birthday on July 4, 1998.

Matangi Tonga Magazine, Vol. 13, no. 2, July-September 1998.

4. With reference to **Resource B**, identify the King's weapon for fighting poverty and ignorance in his island Kingdom.

Skill level 1	
1	
0	
NR	

5. The various developments during King Tupou IV's reign were done with his vision of developing his island country. Explain the effects of these developments to Tonga as a whole.

Skill level 3	
3	
2	
1	
0	
NR	

6. Identify, from **Resource B**, an economic achievement during Tupou IV's reign.

Skill level 1	
1	
0	
NR	

PART C: TEXT INTERPRETATION

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

Resource C

TONGA KING LAID FOUNDATION FOR STRONG ECONOMY

In 1967 with Tupou IV on the throne, Tonga, was busting with confidence, ready to embrace the 20th century under his leadership.

The new king consolidated his status by ending the British Protective agreement in 1973, and Tonga was then in control of its destiny. It took over the running of its foreign affairs and coined the saying that "Tonga is an enemy of none but a friend of all."

Tupou IV from the onset of his reign gave a few glimpses of his vision of the Tonga of the future. He talked about a modern state with a bustling economy, and to achieve this, emphasis was placed on two specific areas, Education and Economics. High Schools were built in all the main islands of the Kingdom, Vava'u High School, Ha'apai High School, Niuatoputapu High School and 'Eua High School.

With regards to economic development, Tupou IV established boards and commissions to run government enterprises. Toward the end of the 1960s with the declining state of the copra and the banana industries, he established the Tonga Commodities Board, a body with a wide range of commercial activities, which included agricultural exports, import of construction materials, and there was even a construction division.

September 15, 2006

Matangi Tonga Magazine: www.matangitonga.to

7. With reference to **Resource C** describe the changes/developments that Taufa'ahau Tupou IV proposed reflecting his vision for the development of his island nation as he took over the reign from his mother.

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_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

8. Despite the changes proposed by His Majesty there were obstacles to the changes. Identify **ONE (1)** obstacle.

_____

_____

_____

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
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* present a sustained, logical and cohesive response

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Pay attention to it.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
• Evaluate events related to Tupou IV's early life and background.	4		Irrelevant/ incorrect response	Identifies one event.	Identifies 2 events and a clear evaluation	Identifies 2 events or more and makes clear evaluation	Identifies 3 or more events with clear evaluation and examples
3.4. • Explain characters or events related to the changes/ developments during Tupou IV's leadership.	3		Irrelevant/ incorrect response	Explains 1 character or event .	Explains 2 characters or events with clear examples	Gives a comprehensive explanation with correct events/ characters	

ESSAY TOPIC:

- Evaluate events related to Tupou IV's early life and backgrounds
- Explain characters or events related to the changes/developments during Tupou IV's leadership.

Resource D

King Taufa'ahau Tupou IV of Tonga

The royal prince was educated initially in Nuku'alofa. He then went to Newington College in Sydney. Thereafter, he graduated in Arts and Law at the University of Sydney - the first Tongan to have the opportunity to do so. When he returned to Tonga from the freedoms of Australian life, custom and rank confined him. He preferred speaking and thinking in English; and he was impatient with the protracted ceremonial occasions over which he was obliged to preside in Tongan. It was Queen Salote who taught him patience and gave him the knowledge which led to understanding that time in Tonga was relative and often immaterial.

Thursday 22 September 2011

https://www.independent.co.uk/news/obituaries/king-taufa-ahau-tupou-iv-of-tonga

gifs.com

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

Christianity and Colonialism's Impact on Place

The introduction of Christianity to the islands of the South Pacific began as part of an inherently racist and colonialist effort "to save the South Sea Islanders from heathenism." (Douaire-Marsaudon). ***Prior to the intrusion of Christianity in 1797***(Latukefu, Sione. Foster, Sophie.), Tongans, like other Pacific Islanders, had their own system of beliefs, spirituality, and practices. Douaire Marsaudon, a European sailor and missionary in the 1800's reported that many of the islanders embraced the missionaries despite having an existing religious practice. They shared bibles to each take a turn reading, would practice their writing in the sand, and some chiefs even offered their homes to be used as schools and chapels. Christianity raises an interesting tension between cultural sustainability; partaking in a new religion without accepting colonization. I seek to understand how the practice of religion impacts Tongan's sense of place, and their relationship to their environment.

Eliza Davidian, January 26, 2020

https://storymaps.arcgis.com/stories

1. With reference to **Resource A**, describe the reasons for the coming of Christianity to Tonga.

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. With reference to **Resource A**, explain what Latukefu meant by "*prior to the intrusion of Christianity in 1797.*"

Skill level 3	
3	
2	
1	
0	
NR	

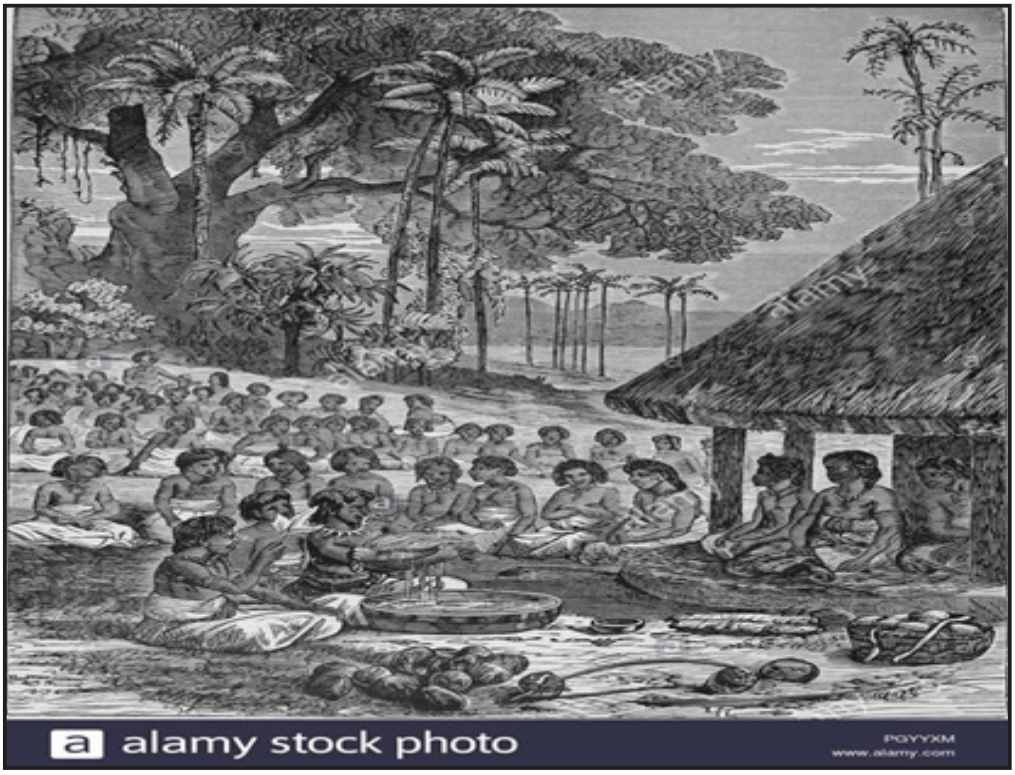
3. Using your own knowledge, identify an economic impact of Christian missions in the Tongan society.

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



Black and white vintage print, depicting a working chief (matapule) from the Polynesian Kingdom of Tonga, preparing a large vat of Kava, while the chief watches from the shelter of a small, thatched porch, with rows of seated Tongans watching from the background, published in John George Wood's volume 'The uncivilized races of men in all countries of the world, being a comprehensive account of their manners and customs, and of their physical, social, mental, moral and religious characteristics', 1877.

Courtesy Internet Archive. () - Image ID: PGYYXM

https://www.google.com/search?q=Cartoons+on+Christian+missions+to+Tonga

4. Refer to **Resource B** above to describe key features of the ancient Tongan society in terms of roles.

_____

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_____

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_____

_____

Skill level 2	
2	
1	
0	
NR	

5. Using **Resource B**, identify **ONE (1)** view missionaries had of the Tongan society.

Skill level 1	
1	
0	
NR	

6. Explain the impact of the Christian missions on the Tongan Society.

Skill level 3	
3	
2	
1	
0	
NR	

7. Referring to **Resource B**, identify a feature of the Tongan community which gave the Missionaries the belief that Tonga is uncivilized.

Skill level 1	
1	
0	
NR	

PART C: TEXT COMPREHENSION

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

Resource C

In many analysis of missionary work in Tonga, and the South Pacific more broadly, one clear benefit of Christianity that has been reiterated is that it brought written language. Setha Low addresses the influence of spaces on language, and how language creates a place. She examines the findings of Alesandro Duranti and his theory of how people interact differently in different spaces and use one another as well as the place they are in to inform their speaking and interactions. As Tongans learned to write, they learned to write in English, and with that came speaking in English. The loss of a culture's language, sometimes called the "mother tongue," must affect people's relationship to a place as it becomes increasingly English speaking. We return to the question posed by Gupta and Ferguson; is this place a hybrid of past cultures, or is it entirely new?

Eliza Davidian, January 26, 2020

8. To what extent did Christianity influence the Tongan community, as stated in **Resource C**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

PART D: SHORT ESSAY

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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. • Explain the past in regards to the impact of Christianity on Tonga's economy	4		Irrelevant/ incorrect response	Explain 1 point with impact.	Explain giving 2 points and examples	Explaining at least 3 points and their impact on Tonga's economy	Very good explanation of the past and their impact on Tonga's economy
4.2. • Explain the reasons for the Christian mission's expansion in Tonga with regard to trade.	3		Irrelevant/ incorrect response	Explaining one reason	2 reasons explained	Full explanation giving 3 or more reasons	

ESSAY TOPIC:

- Explain the past in regards to the impact of Christianity on Tonga's economy.
- Explain the reasons for the Christian mission's expansion in Tonga with regard to trade.

Resource D

Christianity in Tonga

Modern Tongans speak of the coming of Christianity to the islands as 'the coming of light' against the 'po'uli' (night time of warfare). The first successful missionaries that came to Tonga were part of the Free Wesleyan Church. This branch of Christianity still has considerable influence over the country, especially due to the fact that Wesleyanism is the official religion of the state and the monarchy. Churches are a significant part of social and cultural life for most Tongans. Churches can be seen throughout the country, even in the most remote places, and bells calling for people to attend morning church services can be heard daily.

https://culturalatlas.sbs.com.au/tongan-culture/tongan-culture-religion

Agriculture is the mainstay of the Tongan economy. Squash, coconuts, bananas, and vanilla beans constitute the main cash crops, and other important crops include yams, taro, cassava, corn (maize), watermelons, pineapples, breadfruit, limes, and tomatoes. All land is essentially owned by the Tongan monarchy, but large estates have been divided among the country's nobles. Land is parceled out to peasant proprietors: traditionally, every male age 16 or over was entitled to an allotment of 7.5 acres (3 hectares) of land for cultivation; more recently, population growth has reduced the size of actual allotments in many places. Timber production, livestock raising, and fishing also contribute to Tonga's economy.

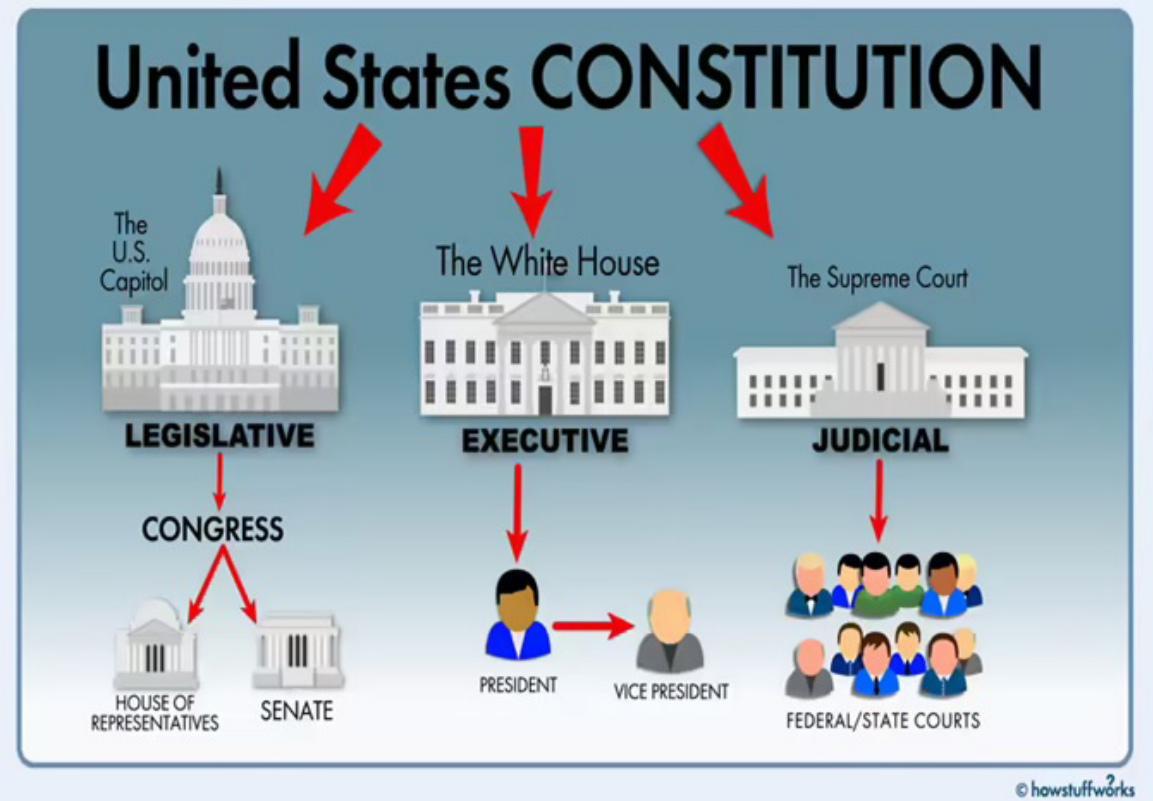
https://www.britannica.com/place/Tonga/Economy

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



The U.S. government was created by the founders to have three co-equal branches, each designed to provide checks and balances to the other two branches.

HOWSTUFFWORKS

By:* *Patrick J. Kiger

1. Referring to **Resource A**, identify **ONE (1)** of the branches of the US government and its function.

_____

_____

_____

_____

Skill level 1	
1	
0	
NR	

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

_____

Skill level 1	
1	
0	
NR	

3. Describe the type of government named in question **2**.

Skill level 2	
2	
1	
0	
NR	

4. Explain characters and events related to the functions of the US government.

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

Democracy

Democracy and respect for human rights have long been central components of U.S. foreign policy. Supporting democracy not only promotes such fundamental American values as religious freedom and worker rights, but also helps create a more secure, stable, and prosperous global arena in which the United States can advance its national interests. In addition, democracy is the one national interest that helps to secure all the others. Democratically governed nations are more likely to secure the peace, deter aggression, expand open markets, promote economic development, protect American citizens, combat international terrorism and crime, uphold human and worker rights, avoid humanitarian crises and refugee flows, improve the global environment, and protect human health.

With these goals in mind, the United States seeks to:

Promote democracy as a means to achieve security, stability, and prosperity for the entire world;
Assist newly formed democracies in implementing democratic principles;
Assist democracy advocates around the world to establish vibrant democracies in their own countries; and
Identify and denounce regimes that deny their citizens the right to choose their leaders in elections that are free, fair, and transparent.
The Bureau of Democracy, Human Rights, and Labor (DRL) is committed to supporting and promoting democracy programs throughout the world. As the nation's primary democracy advocate, DRL is responsible for overseeing the Human Rights and Democracy Fund (HRDF), which was established in 1998 to address human rights and democratization emergencies. DRL uses resources from the HRDF, as well as those allocated to Regional Democracy Funds, to support democratization programs such as election monitoring and parliamentary development.

Bureau of Democracy, Human Rights, and Labor
https://2001-2009.state.gov/g/drl/democ/index.htm

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

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

6. Discuss the perspective of democracy identified in **Resource B**.

Skill level 3	
3	
2	
1	
0	
NR	

7. Identify **ONE (1)** character related to the functions of democracy in the US government.

Skill level 1	
1	
0	
NR	

8. Referring to **Resource B**, identify **ONE (1)** reason why the United States promotes democracy.

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
5.1 Account (give evidence and reasons) for the different perspectives of individuals/ groups of good governance in the USA.	4		Irrelevant/ incorrect response	Account for one perspective of individuals/ groups of good governance in the US	Account for 2 perspectives and giving evidences suitable for it	Very good account giving at least 2 or more perspectives and giving evidences. Link ideas.	Excellent account with at least 3 or more accounts with good evidences and well thought out ideas.
5.2 Explain characters and events related to the functions of the US government.	3		Irrelevant/ incorrect response	Giving only 1 explanation	Explains 2 points on characters and events	Comprehensive explanation of 3 or more characters and events. Link ideas	

ESSAY TOPIC:

- Account (give evidence and reasons) for the different perspectives of individuals/ groups of good governance in the USA.
- Explain characters and events related to the functions of the US government.

Resource C

U.S. Support for Democracy, Good Governance, and Human Rights in the Global Response to the COVID-19 Pandemic

The United States is committed to the protection of democracy, good governance, and human rights in the global response to the COVID-19 pandemic. Societies that respect and defend human rights, fundamental freedoms, democratic institutions, and the rule of law are best equipped to respond transparently and effectively to crises. A robust respect for human rights, as well as whole-of-society action, are necessary parts of the solution to public health crises. Government responses to the COVID-19 epidemic must not use the disease as a pretext for repression of persons or ideas.

BUREAU OF DEMOCRACY, HUMAN RIGHTS, AND LABOR

Principles and Characteristics of Good Governance

In general, good governance is perceived as a normative principle of administrative law, which obliges the State to perform its functions in a manner that promotes the values of efficiency, no corruptibility, and responsiveness to civil society. It is therefore a principle that is largely associated with statecraft. While the government is not obliged to substantively deliver any public goods, it must ensure that the processes for the identification and delivery of such goods are concrete in terms of i) being responsive to public demands; ii) being transparent in the allocation of resources and; iii) being equitable in the distribution of goods. The principle of good governance has also been espoused in the context of the internal operations of private sector organizations. In this way, corporate decision-making strategies integrate the principle of good governance and ensure that shareholder interests (i.e. public limited companies) and employees are taken into account.

UKEssays. (November 2018). Principles and Characteristics of Good Governance. Retrieved from https://www.ukessays.com/essays/politics/principle-of-good-governance.php?vref=1

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

French dependency

On 24 September 1853, under orders from Emperor Napoleon III, Admiral Febvrier Despointes took formal possession of New Caledonia. Captain Louis-Marie-François Tardy de Montravel founded Port-de-France (Nouméa) on 25 June 1854. A few dozen free settlers settled on the west coast in the following years. New Caledonia became a penal colony in 1864, and from the 1860s until the end of the transportations in 1897, France sent about 22,000 criminals and political prisoners to New Caledonia. The Bulletin de la Société générale des prisons for 1888 indicates that 10,428 convicts, including 2,329 freed ones, were on the island as of 1 May 1888, by far the largest number of convicts detained in French overseas penitentiaries. The convicts included many Communards, arrested after the failed Paris Commune of 1871, including Henri de Rochefort and Louise Michel. Between 1873 and 1876, 4,200 political prisoners were "relegated" to New Caledonia. Only 40 of them settled in the colony; the rest returned to France after being granted amnesty in 1879 and 1880.

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

1. Identify a key figure related to the influence of the French in New Caledonia, mentioned in **Resource A**.

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_____

Skill level 1	
1	
0	
NR	

2. Describe the influence of French rule on the New Caledonian society as described in **Resource A**.

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_____

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_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART B: CARTOON EVALUATION

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

Resource B

Fiji 1874 Cartoon

This less than flattering 1874 cartoon shows Disraeli presenting eager Fijian emissaries to Britannia in the hope of being annexed to the British Empire - 'useful if not beautiful' is her undiplomatic response.

https://www.britishempire.co.uk/article/fiji1874cartoon.htm

3. With reference to **Resource B** above, identify the important event that took place in 1874.

_____

Skill level 1	
1	
0	
NR	

4. Explain characters and events related to the influence of the British in the Fijian society, economy and politics.

Skill level 3	
3	
2	
1	
0	
NR	

5. Describe the nature of British rule in Fiji as a colonial power.

Skill level 2	
2	
1	
0	
NR	

PART C: TEXT EVALUATION

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

Resource C

Annexation of Hawaii, 1898

America's annexation of Hawaii in 1898 extended U.S. territory into the Pacific and highlighted resulted from economic integration and the rise of the United States as a Pacific power. For most of the 1800s, leaders in Washington were concerned that Hawaii might become part of a European nation's empire. During the 1830s, Britain and France forced Hawaii to accept treaties giving them economic privileges. In 1842, Secretary of State Daniel Webster sent a letter to Hawaiian agents in Washington affirming U.S. interests in Hawaii and opposing annexation by any other nation. He also proposed to Great Britain and France that no nation should seek special privileges or engage in further colonization of the islands. In 1849, the United States and Hawaii concluded a treaty of friendship that served as the basis of official relations between the parties.

A key provisioning spot for American whaling ships, fertile ground for American protestant missionaries, and a new source of sugar cane production, Hawaii's economy became increasingly integrated with the United States. An 1875 trade reciprocity treaty further linked the two countries and U.S. sugar plantation owners from the United States came to dominate the economy and politics of the islands. When Queen Liliuokalani moved to establish a stronger monarchy, Americans under the leadership of Samuel Dole deposed her in 1893. The planters' belief that a coup and annexation by the United States would remove the threat of a devastating tariff on their sugar also spurred them to action. The administration of President Benjamin Harrison encouraged the takeover, and dispatched sailors from the USS Boston to the islands to surround the royal palace. The U.S. minister to Hawaii, John L. Stevens, worked closely with the new government.

Source: https://2001-2009.state.gov/r/pa/ho/time/gp/17661.htm

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

Skill level 3	
3	
2	
1	
0	
NR	

7. Identify **ONE (1)** advantage of the annexation for the Hawaiian people.

_____

_____

_____

Skill level 1	
1	
0	
NR	

8. Identify a reason for American annexation of Hawaii as explained in **Resource C**.

_____

_____

_____

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 • Evaluate the characters and events related to the influence of the British in the Fijian society, economy and politics	4		Irrelevant/ incorrect response	Identify one character and influence influence with an explanation	Identifies at least 2 influences with some explanation	Clear explanation of more than 2 influences with clear explanations	Clear evaluation with 3 or more events and logical explanations
6.2. • Explain the advantages/disadvantages of the changes that the British introduced to Fiji.	3		Irrelevant/ incorrect response	Explains one advantage or disadvantage	Explains 2 advantages or disadvantages	Comprehensive explanation giving at least 3 advantages or disadvantages	

ESSAY TOPIC:

- Evaluate the characters and events related to the influence of the British in the Fijian society, economy and politics.
- Explain the advantages/disadvantages of the changes that the British introduced to Fiji.

Resource D

Main articles: Indian indenture system, Indian indenture ships to Fiji, and Repatriation of indentured Indians from Fiji

Gordon decided in 1878 to import indentured labourers from India to work on the sugarcane fields that had taken the place of the cotton plantations. The 463 Indians arrived on 14 May 1879 – the first of some 61,000 that were to come before the scheme ended in 1916. The plan involved bringing the Indian workers to Fiji on a five-year contract, after which they could return to India at their own expense; if they chose to renew their contract for a second five-year term, they would be given the option of returning to India at the government's expense, or remaining in Fiji. The great majority chose to stay. The Queensland Act, which regulated indentured labour in Queensland, was made law in Fiji also.

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

Pacific Islands Report

THE IMPACT OF COLONIALISM

While it's true that colonialism often brought some of the trappings of "development" such as infrastructure, trade, commerce and industry, the negative impacts more than outweighed any supposed benefits. These negative impacts include loss of control over resources and the means of production, and the loss of sociocultural efficacy – or that feeling by a people that they are in control of their destiny by way of their society and culture.

Source: http://www.pireport.org/articles/2001/09/25/impact-colonialism

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