MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2023

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

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

4. 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 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.
7. Check that this booklet contain pages 2-43 in the correct order and that pages 42-43 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 CONFLICT:

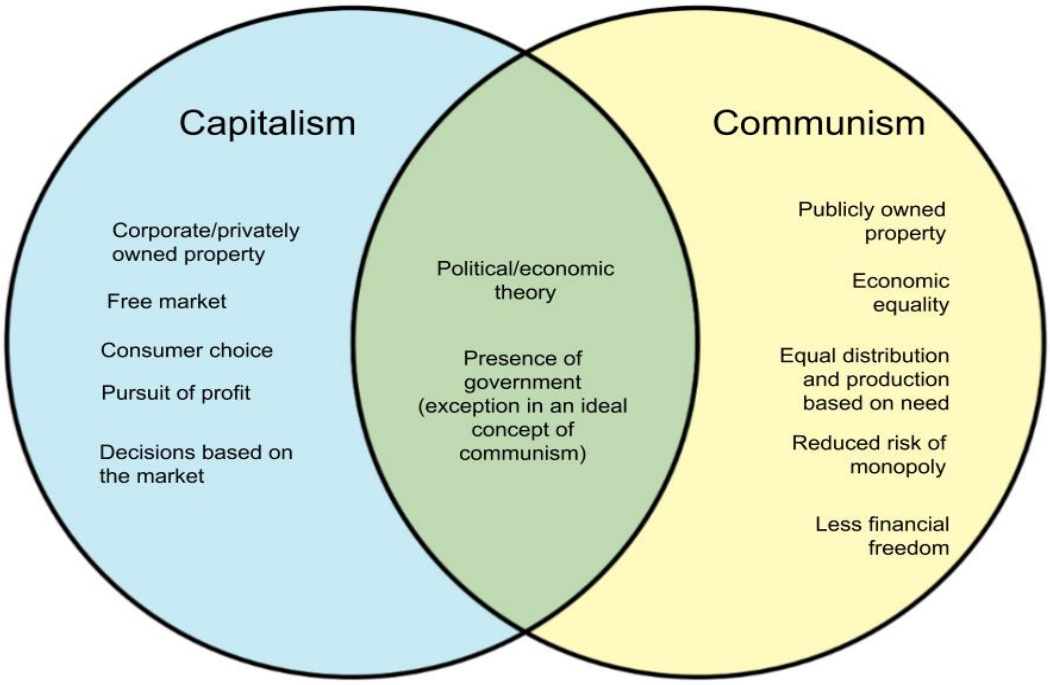
THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945 – 1990s

PART A: VISUAL INTERPRETATION

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

Resource A

Post War foreign policies



https://whyunlike.com/wp-content/uploads/sites/16/2018/09/Difference-Between-Capitalism-and-Socialism.png

1. Compare the post-war foreign policies of the USA and the USSR.

_____

_____

_____

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: **RESOURCE INTERPRETATION**

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

Resource B

Moscow crushes the Prague Spring

https://www.theguardian.com/world/from-the-archive-blog/2018/aug/10/russia-crushes-prague-spring-czechoslovakia-1968

1. Identify **ONE (1)** domestic challenge faced by Czechoslovakia that led to the Soviet invasion.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. Describe how the Warsaw Pact countries reacted to the Soviet Union's action in this incident.

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. Explain how the Soviet Union used the 'Brezhnev Doctrine' to justify its actions.

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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 questions that follow.

Resource C

1. Identify **ONE (1)** reason for continued Soviet and American hostility that brought about Détente.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. Define in your **own words**, the term '**DÉTENTE**'.

Skill level 1	
1	
0	
NR	

3. Identify **ONE (1)** activity that showed the success of détente.

Skill level 1	
1	
0	
NR	

4. Identify an incident where détente failed.

Skill level 1	
1	
0	
NR	

5. Describe the motives for détente.

Skill level 2	
2	
1	
0	
NR	

6. Analyze how détente later became unsuccessful between the two countries shown in **Resource C**.

Skill level 3	
3	
2	
1	
0	
NR	

7. State what is meant by, '**Deterrence**'**.**

Skill level 1	
1	
0	
NR	

PART D: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response.

ESSAY TOPICS:

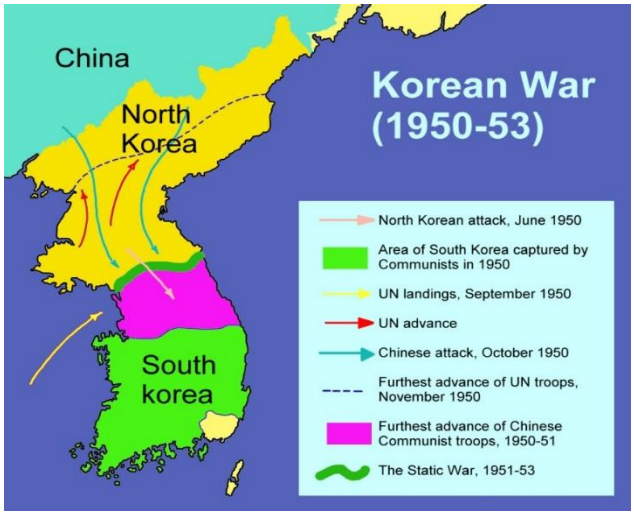
- Explain **reasons** for Soviet, Chinese, and American **interest** in the development of Korea.
- Evaluate how their interests **affected** Superpower relations.

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

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
	3		Irrelevant/incorrect ideas, reasons, contents, leades.	One correct idea.	Correct description of reasons.	Correct, clear and concise reasons and clear evidence of relational thinking.	
	4		Irrelevant/incorrect ideas.	One correct idea.	Correct description of idea.	Correct relationship explained. Clear evidence of relational thinking.	Correct evaluation of the relationship and a comprehensible justification for the evaluation is given. Related to situations beyond the event given.

Resource D

- Underlying Cause:
  - It was just another episode in the ongoing Cold War between the US and the USSR
- The US went to war in Korea for three reasons:
  - The 'Domino Theory'.
  - To try to undermine Communism.
  - Competition with the USSR for world domination.



U.S. Involvement

- South Korea was unstable economically
- The United States feared that South Korea would fall to communism
- U.S. government helped to build up the South Korean military
- Both the U.S. and the Soviets removed their troops from Korea in 1949.

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 the Pacific.

PART A: **RESOURCE INTERPRETATION**

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

Resource A

Source: https://ifunny.co/picture/tn4-9-vasco-nunez-de-balboa-vasco-nunez-de-balboa-iGGh3HDe9?s=cl

The Spanish explorer Vasco Nunez de Balboa founded a settlement at Darien, near Panama, in 1511. It was from here that he led a small party across the Panama Isthmus and, in **1513**, became the first European to reach the east coast of the Pacific Ocean. He claimed the "South Sea" and the adjoining land for Spain and became governor of the provinces of Panama and Coiba. Soon afterwards, however, the Spanish soldier Pedrarias Davila arrived on the scene, and, taking over as governor, had him beheaded on what appears to be trumped-up charges of treason. Balboa was a cruel, ruthless leader, but his exploits opened the way for Spanish expansion along the whole of the western coast of South America.

https://www.timewisetraveller.co.uk/balboa.html

1. State the purpose of this historical source of information given in **Resource A**.

Skill level 1	
1	
0	
NR	

_____

_____

2. Name another explorer that did a similar expedition like that of the Spanish explorer in **Resource A**.

Skill level 1	
1	
0	
NR	

_____

3. State the explorer's big discovery in **Resource A.**

Skill level 1	
1	
0	
NR	

_____

_____

4. State how the explorer in **Resource A** came upon his major discovery.

Skill level 1	
1	
0	
NR	

_____

_____

5. Compare **TWO (2)** different perspectives of the explorer in **Resource A** and other explorers in the 15th century.

_____

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: **TEXT INTERPRETATION**

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

Resource B

"…. the inhabitants of different regions of the Pacific were interpreted differently, in line with Europeans' varied expectations of 'savages.' Tahitians, Hawaiians, and at times Samoans were interpreted as 'soft' savages and subjected to a range of related interpretations. These islanders were interpreted as close to nature, useful and diligent (suitable as servants, but not equal to Europeans), and often as being at risk of decline or dying out through their contact with European civilisation. This fear of the Pacific representing a fading golden age, often associated with Europe's classical age, was persistent and is exemplified in Paul Gauguin's images of Tahitians, painted in the late nineteenth century. In other places explorers recognised that they were unwelcome, and typified Pacific Islanders as 'hard' savages who were warlike, uncivilised, and unfriendly. In those places Europeans tended to interpret Pacific Islanders as leading lives that were 'solitary, poore, nasty, brutish, and short' in line with Thomas Hobbes's earlier description of what it was to live without effective government. These visions of Islanders had their origins in Europe, rather than the Pacific…"

Source: ***Europeans explore (and imagine) the Pacific's islands – Beyond Cook: Explorers of Australia and the Pacific(pressbooks.pub)***

1. Describe **ONE (1)** European viewpoint about the Pacific islanders given in **Resource B**.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. Identify **ONE (1)** historical source of information mentioned in **Resource B**.

_____

Skill level 1	
1	
0	
NR	

3. Explain the significance of **Resource B** for the Pacific region.

_____

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Skill level 3	
3	
2	
1	
0	
NR	

4. Describe **ONE (1)** problem faced by explorers that can be implied from **Resource B**.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART C: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain the **aims** for the explorations of the Pacific by Europeans (*Give examples*).
- Evaluate the **impacts** of these explorations on Pacific societies.

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

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
	3		Incorrect/irrelevant ideas, aims, names, years.	One correct aim	Correct description of two aims	Correct, clear and concise explanation of at least two aims and linked to a specific explorer (s). Clear evidence of relational thinking.	
	4		Incorrect/irrelevant ideas, impacts.	One correct impact	Correct description of two impacts	Correct, clear and concise explanation of impacts with clear evidence from Pacific societies. Clear evidence of relational thinking.	Correct evaluation of the impacts made by explorers and a comprehensible justification for the evaluation is given. Related to situations beyond the event given.

Resource C

Source:https://www.google.com/search?q=pacific+exploration&sca_esv=575499586&tbm=isch&source=lnms&sa=X&ved=2ahUKEwi51fCwkYiCAxV_T2wGHSzWAqgQ_AUoAXo

As European nations started exploring more and more abroad, the discovery of all the wondrous pacific islands was inevitable. Though they were much higher up compared to Polynesia, the discovery of Micronesian islands occurred in the time period of 1450 to 1750 CE. Though some Europeans arrived by chance, they brought with them an open mind to new cultures and civilizations. There arrival posed many benefits to Micronesian countries and people. At this point in time Micronesia, had begun a changing process in their economical, social, and cultural status as it became discovered and viewed by the world.

Source: http://exploreoceania.weebly.com/european-exploration-of-micronesia.html

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

PART A: **TEXT INTERPRETATION**

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

Resource A

UN presence in Tonga

The UN has been present in Tonga since 2011, with 16 agencies implementing programs: FAO, ILO, IOM, UNDP, UNCDF, UN Environment, UNESCAP, UNESCO, UNFPA, UNICEF, UNISDR, UNOCHA, UN Women, WFP, WHO and WMO.

Sources: ***https://unsdg.un.org/un-in-action/tonga#Un%20Presence%20in%20Tonga***

1. Tonga became a member of the United Nations during Taufa'ahau Tupou IV's reign. State the year Tonga became a UN member.

_____

Skill level 1	
1	
0	
NR	

2. Describe the benefits Tonga gained from the UN via the agencies in **Resource A**.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. Discuss evidence of these benefits during the event of **Covid-19**.

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: **PICTURE COMPREHENSION**

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

Resource B

Taufa'ahau at Newington College

Taufa'ahau and his parents Queen Salote and Tungi Mailefihi with his two younger brothers at the palace.

Source: www.google.com

1. Explain how Taufa'ahau Tupou IV's upbringing prepared him for his future leadership roles.

Skill level 3	
3	
2	
1	
0	
NR	

2. Describe how Tupou IV‘s royal bloodline made him the highest ranking Tongan king.

_____
_____
_____
_____
_____

Skill level 2	
2	
1	
0	
NR	

3. Name Taufa‘ahau’s first given ministerial portfolio on his return from University abroad.

_____

Skill level 1	
1	
0	
NR	

4. Identify **ONE (1)** development Taufa‘ahau made while holding this ministerial portfolio in **3.**

_____
_____

Skill level 1	
1	
0	
NR	

5. State **ONE (1)** social development in Tonga made by Tupou IV during his reign.

_____
_____
_____

Skill level 1	
1	
0	
NR	

6. Identify **ONE (1)** political development in Tonga made by Tupou IV during his reign.

_____
_____
_____

Skill level 1	
1	
0	
NR	

PART C: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain the major **economic developments** during the reign of King Taufa'ahau Tupou IV
- Evaluate the **effects** of these developments in Tonga as a whole.

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

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	3		Irrelevant/incorrect ideas, development.	One correct economic development during the king's reign.	Correct description of two economic developments.	Correct, clear and concise explanation of at least two major economic developments. Clear evidence of relational thinking.	
	4		Irrelevant/incorrect ideas, effects.	One correct effect on Tonga's developments.	Correct description of two effects or more.	Correct, clear and concise explanation of at least two effects. Clear evidence of relational thinking.	Correct evidence of effects and a comprehensible justification for the evaluation is given. Related to situation beyond the event given.

Upgraded Queen Salote wharf

Talamahu market

Tonga Development Bank

An upgraded Fua'amotu airport

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

''It was soon apparent that the Tongan chiefs were only interested in the missionaries' trade goods and not their teaching. 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, theft occurred. One of the missionaries, Vason was attacked one night and had his pistol stolen..."

Source: Latukefu, S, Church and State, pg.26.

1. Name the first group of missionaries that came to Tonga.

_____

Skill level 1	
1	
0	
NR	

2. Describe **ONE (1)** nature of Christian missions when they arrived in Tonga.

_____
_____
_____
_____

Skill level 2	
2	
1	
0	
NR	

3. Explain the aims of the establishment of Christian missions in Tonga.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Skill level 3	
3	
2	
1	
0	
NR	

4. The new religion emerged as one of the popular cultures in Tonga**.**

Define **'Popular Culture.'**

Skill level 1	
1	
0	
NR	

_____

_____

PART B: TEXT EVALUATION

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

Resource B

"Tongan society in the eighteenth century was well organized…Society was divided broadly into three classes – chiefs, commoners, and slaves – and these were further subdivided: the hou'eiki, matāpule and mu'a made up the chiefly class; the tu'a were the common people; slaves were pōpula and hopoate…The rank of chiefs could be thought of in religious as well as kinship terms. The first Tu'i Tonga, as son of the god Tangaloa, was semi-divine; this quality was passed on to his successors…religion strengthened and supported the political system. Religious doctrine explained why some people had power and others did not, and religious doctrine told people why they should obey the chiefs…because they represented the gods…

Campbell, I. C. (2015). Island Kingdom: Tonga Ancient and Modern (3rd edition). Christchurch, New Zealand: Canterbury University Press. pp. 57-60.

1. Describe the key features of the ancient Tongan society in terms of the Hierarchical system.

Skill level 2	
2	
1	
0	
NR	

_____

_____

_____

2. Explain the relationship between the nature of the ancient Tongan society and the traditional religious belief and practices.

_____

_____

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Skill level 3	
3	
2	
1	
0	
NR	

3. Identify **ONE (1)** change to trade in Tonga after the establishment of the Christian missions.

Skill level 1	
1	
0	
NR	

_____

_____

4. Identify a positive impact of Christian missions on Tonga's trade.

Skill level 1	
1	
0	
NR	

_____

_____

_____

5. Name **ONE (1)** location where the Catholic mission operated in Tonga at the time of the Missionaries.

Skill level 1	
1	
0	
NR	

_____

_____

PART C: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain any characters or events related to the **impacts** of Christian missions on **trade** in Tonga.
- Evaluate the impacts of Christian missions on Tonga's **economic aspects**.

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

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	3		Irrelevant/ incorrect ideas, impacts	One correct idea, impact.	Correct description of two impacts on trade.	Correct, clear, concise explanation of two impacts on trade. Clear evidence of relational thinking.	
	4		Irrelevant/ Incorrect ideas.	One correct impact on Tonga's economy	Correct description of two impacts on the Tongan economy.	Correct, clear, concise explanation of two impacts on Tonga's economy, clear evidence of relational thinking.	Correct evaluation of the impacts with comprehensible justifications. Related to situation beyond the event given.

Resource C

The strong emphasis which the Mission placed on the life to come rather than the here and now, prevented its missionaries from doing something constructive to help the people economically in order to raise their standard of living. It also led them to regard the mission as an end in itself rather than a means to an end. Their maxim, as carried out by the missionaries, appeared to be Tonga for the Mission and not the Mission for Tonga. Wealth in itself was not regarded as an evil, but the question of how to produce it appeared irrelevant. It was believed that the rightness or otherwise of its use was dependant on whether in went to the work of the mission or not. Anyone who spent money to improve a house, build a business, or anything other than the Mission collection was regarded with great difavour as being too wordly.

Unfortunately, this sort of attitude was fostered by the tendency in the Mission headquarters in Sydney to measure the success or otherwise of the work of the missionaries in the field by the amount of their contribution to the central mission fund.[93] Consequently thousands of dollars were sent from Tonga every year to the Mission fund in Sydney, particularly during the latter half of the 1860s and the 1870s.[94] Believing that this money could have been used to improve

Sione Latukefu, The case of the Wesleyan Mission in Tonga,
Journal de la Société des Océanistes Année 1969 25 p. 109.

Modern Tongans speak of the coming of Christianity to the islands as 'the coming of light' against the 'po'uli' (nighttime 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 since 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-religio

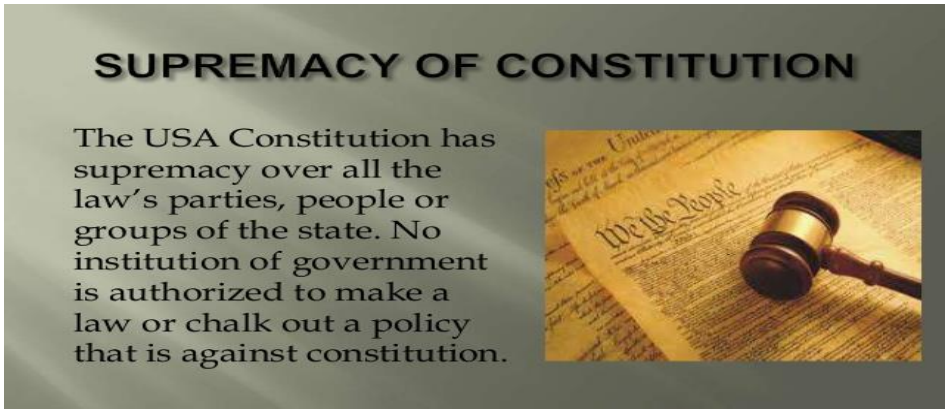
QUESTION FIVE: **GOVERNMENT AND GOVERNANCE:**

Modern Government in the USA**.**

PART A: **RESOURCE INTERPRETATION**

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

Resource A



Source: www.google.com

1. Name the primary source of information shown in **Resource A**.

_____

_____

Skill level 1	
1	
0	
NR	

2. Identify the purpose of the primary source mentioned in **1.**

_____

_____

Skill level 1	
1	
0	
NR	

3. Explain how **Resource A** promotes good governance.

_____

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_____

Skill level 3	
3	
2	
1	
0	
NR	

4. Identify **ONE (1)** change to the type of government in the history of the USA.

Skill level 1	
1	
0	
NR	

_____

5. Name the President of the United States that said this famous line.
"…. government of the people, for the people, by the people…".

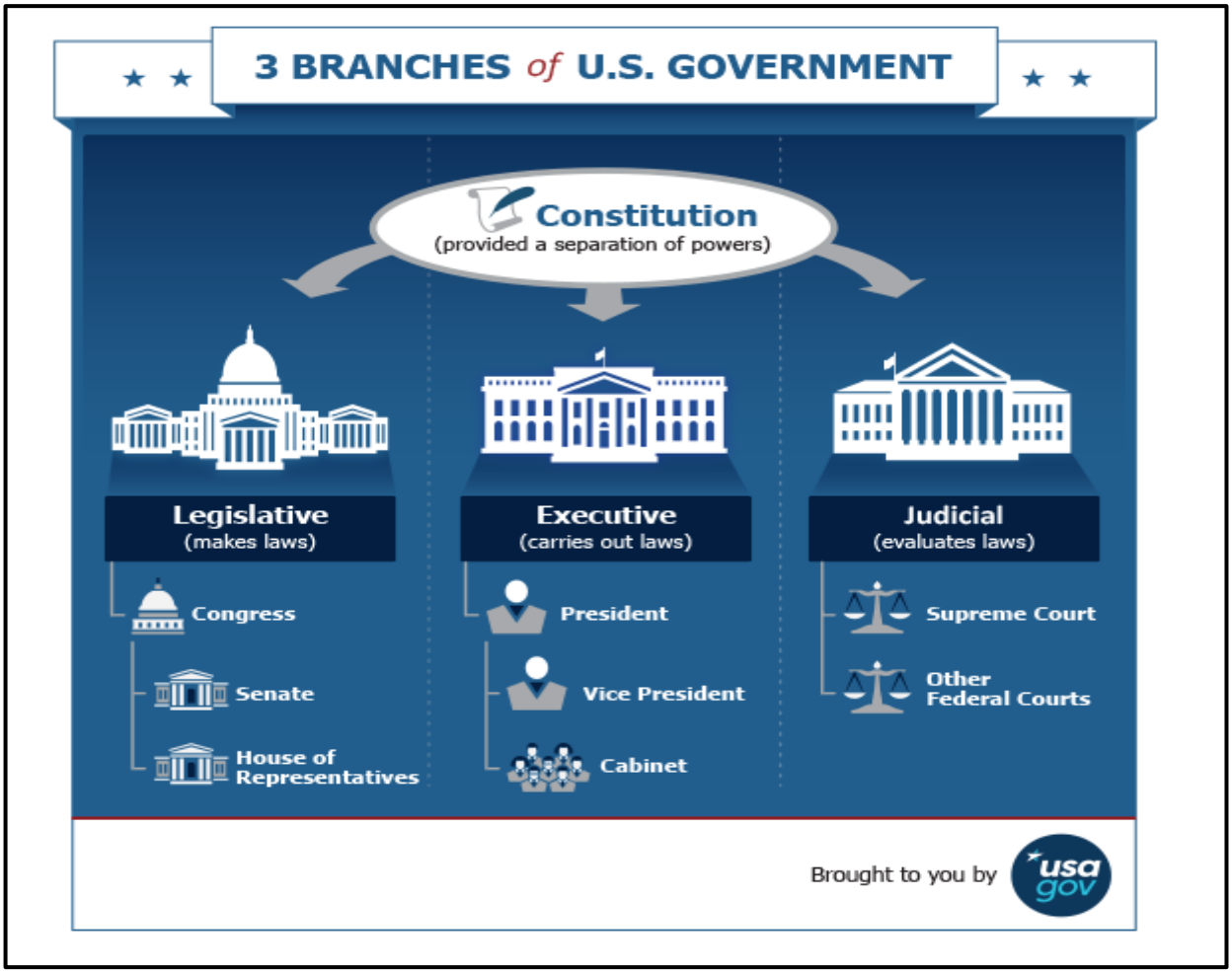
Skill level 1	
1	
0	
NR	

_____

PART B: **RESOURCE EVALUATION**

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

Resource B



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

Skill level 1	
1	
0	
NR	

_____

2. List the different branches within the US government.

Skill level 2	
2	
1	
0	
NR	

_____

_____

_____

3. Describe the functions of **ONE (1)** branch within the US government.

Skill level 2	
2	
1	
0	
NR	

_____

_____

_____

_____

4. Explain how the separation of power upholds the type of government in the USA.

Skill level 3	
3	
2	
1	
0	
NR	

PART C: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response

ESSAY TOPICS:

- Explain the **history** of good governance in the USA. (*Give evidence*.)
- Evaluate characters and events related to the **functions** of the US government.

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		Irrelevant /incorrect ideas, history.	One correct history of good governance.	Correct description of the histories of good governance.	Correct, clear and concise explanation with examples of history of good governance in the USA. Clear evidence of relational thinking.	
	4		Irrelevant /incorrect ideas.	One correct events/ characters, functions.	Correct description of characters, events, functions.	Correct, clear and concise explanation of characters/events, functions. Clear evidence of relational thinking.	Correct evaluation of characters/events with comprehensible justification of functions of US government. Related to situation beyond the event given.

Resource C

The functions of government

- Governments keep order and provide security. They make laws to help prevent conflicts among people and to settle conflicts that do arise. They set up armed forces and agencies to defend citizens and their land from enemies.
- Governments provide services to keep the public healthy and safe.
- Governments guide the community. They set public policy, or a course of action to achieve community goals.
- Governments also set a budget, or a plan for collecting and spending money, as a part of policy decisions.

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

PART A: PICTURE EVALUATION

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

Resource A

The arrival of Indians to Fiji during the Indenture Systrem

Source: https://girmitiya.girmit.org/new/

1. Identify the British Governor that brought the Indians to Fiji as shown in **Resource A.**

_____

_____

Skill level 1	
1	
0	
NR	

2. Explain the disadvantages of bringing the Indians to Fiji by the British.

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_____

Skill level 3	
3	
2	
1	
0	
NR	

3. Identify the first British Governor in Fiji.

Skill level 1	
1	
0	
NR	

_____

PART B: PHOTO EVALUATION

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

Resource B

Signing the Deed of Cession

Source: ***signing the deed of cession in fiji - Search (bing.com)***

1. Name the High chief of Fiji that signed with the other 12 chiefs the Deed of Cession.

Skill level 1	
1	
0	
NR	

_____

2. Identify the British man who acted on behalf of the British Crown in this significant event.

Skill level 1	
1	
0	
NR	

_____

_____

3. Describe the nature of the British rule in Fiji.

Skill level 2	
2	
1	
0	
NR	

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PART C: **TEXT COMPREHENSION**

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

Resource C

The devastating effects of colonization in Hawaii

The Dole Plantation

The Dole Plantation is the first pineapple plantation created for the Hawaiian Pineapple Company, an offshoot of Dole Food Company. Founded in 1901 by James Dole, this plantation acted as one of the many catalysts in the history of exploitation of land and resources through the pineapple industry, and now acts as a popular tourist destination. Dole's company began profiting off Hawaiian pineapple in 1903 and the industry increased rapidly (Bartholomew et al. 1390). James Dole is widely known as the first governor of the state of Hawai'i and furthered the economic exploitation of the region through his corporation. The industry was built on the backs of the locals, who were paid very little and whose land had been stolen from them, as well as Asian immigrants from China, Japan, and more (Suryanata 182). They then suffered more when it was decided that cheap production was no longer viable, and the pineapple industry left in favor of countries like the Philippines. The pineapple industry was one of the major exploiters of Hawaiian land and labor in its early colonization, and now the economy is suffering due to the ever-changing world of corporate greed and global markets.

https://storymaps.arcgis.com/stories/83474c5d6077492d990b961bab0bcd74

1. Describe the influence of American rule on the Hawaiian economy.

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Skill level 2	
2	
1	
0	
NR	

2. Identify the **key figure** related to the influence of American rule on the Hawaiian society.

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_____

Skill level 1	
1	
0	
NR	

3. Explain the disadvantages of the changes that the Americans introduced in Hawaii.

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Skill level 3	
3	
2	
1	
0	
NR	

PART D: **SHORT ESSAY**

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

In your answer you will be assessed on how well you:
* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical, and cohesive response

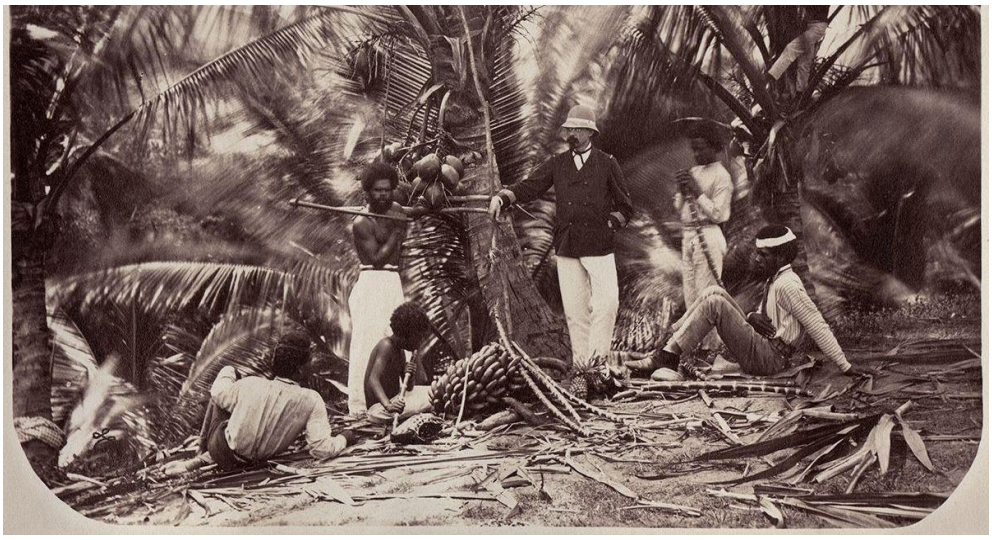
ESSAY TOPICS:

- Explain the advantages/disadvantages of the changes that the French introduced to New Caledonia.

- Evaluate an outstanding character (person) related to the influence of the French in New Caledonian society, economy, and politics.

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
	3		Incorrect/ irrelevant ideas, advantage/ disadvantages of changes.	One correct advantage or disadvantage of changes.	Correct description of both advantages and disadvantages.	Correct, clear, concise explanation of advantages and disadvantages Clear evidence of relational thinking.	
	4		Incorrect/ irrelevant ideas, character and influence.	One correct idea, character, influence.	Correct description of both character and events on influence.	Correct, clear, concise explanation of character and events and influence. Clear evidence of relational thinking.	Correct evaluation of character and influence and comprehensible justification. Related to situation beyond the event given.

Resource D



New Caledonia was annexed by France in 1853, and 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 1. The inequality of land ownership in New Caledonia was blatant. Fewer than 1,000 European settlers owned 370,000 hectares, and half of this land belonged to fewer than 40 families; in comparison, 60,000 Kanaks lived on 165,000 hectares of reserve and 10,000 hectares of private property.

Colonialism has left its imprint in many areas of politics, culture, and economy in New Caledonia. The radioactive effects of fifty years of nuclear testing by Britain, France, and the United States have had a lasting impact on the environment and the health of the people 2. The Kanaks, the indigenous people of New Caledonia, have been subjected to discrimination and marginalization, and their land rights have been violated 1. The French language and culture have dominated the education and government systems, and the Kanaks have been forced to assimilate.

1. ABC News

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