MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2024

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 Strands of your choice.

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

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 2-47 in the correct order and that none of the pages is blank.

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

COMPULSORY: YOU MUST ANSWER QUESTION ONE

QUESTION ONE: COOPERATION AND CONFLICT:

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

PART A: RESOURCE INTERPRETATION

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

Resource A

Fair, Continued Warm

THE BOSTON HERALD

LATE CITY EDITION

VOL. CLXXXXIX, NO. 40 BOSTON, THURSDAY, AUGUST 9, 1945—TWENTY-FOUR PAGES ★★★★★ THREE CENTS

ATOMIC BOMB HITS NAGASAKI, SOVIET ENTERS WAR, U.S. BIDS TOKYO QUIT

Vital Kyushu City Is Second Atom Target

GUAM, Thursday, Aug. 9 (AP)—The second atomic bomb, most destructive explosive invented by man, was dropped on strategically important Nagasaki on western Kyushu island at noon today.

Crew members radioed that results were good, but General Spaatz said additional details would not be disclosed until the mission returns.

Spaatz's communique reporting the bombing did not say whether only one or more than one "mighty atom" was dropped.

The first atomic bomb destroyed more than 60 per cent.—4.1 square miles—of Hiroshima, city of 343,000 population, Monday, and radio Tokyo reported "practically every living thing" there was annihilated.

Nagasaki, which had 211,000 population 10 years ago, is an important shipping and railway center. It was hit first by China-based B-29s a year ago this month and was heavily attacked by Far East Air Force bombers and fighters only last July 31 and on the following day.

(Continued on Page Six)

By FELIX BELAIR

WASHINGTON, Aug. 8—Russia went to war tonight against Japan. The action was taken at the request of the United States, Britain and China, as of 5 P. M. (EWT), or midnight in Russia.

A few hours later the Tokyo radio reported Soviet troops were attacking on the eastern Manchurian border. The broadcast said ground assaults were launched, while a few Russian planes bombed strategic points in the Asiatic mainland province. The report, issued as a Kwantung army communique, was unconfirmed and did not give the exact location of the attacks.

Thus, almost three days to the hour after the atomic bombing of Hiroshima, the Russian war declaration, coupled with a renewed ultimatum by this government confronted Japan with the inescapable alternatives of unconditional surrender or annihilation on a scale never before known on earth.

Allied Capitals See Early Doom of Japan

Reaction in Washington and in other Allied capitals was that the early doom of the Pacific enemy was near.

President Truman announced Moscow's entry into the war in mid-afternoon. The President's dramatic statement issued at 3 P. M. with all the casualness of a routine proclamation came during

BYRNES TELLS HOW TRUMAN PRODDED REDS

Warns Tokyo It Has Little Time Left to Avoid Annihilation

By LANSING WARREN

WASHINGTON, Aug. 8—That Russia's declaration of a state of war with Japan may be considered the first combined move for world peace and security under the as yet inoperative United Nations charter was indicated today by Secretary of State Byrnes.

He coupled with it what amounts to another ultimatum to the Japanese to cease their futile struggle in the face of overwhelming power now arrayed against them. The Byrnes statement was broadcast to Japan tonight.

HOPES JAPS QUIT NOW

Source: www.bing.com

1. According to **Resource A**, describe **ONE (1)** key point in this source that explains the decision behind the use of the Atomic Bomb in 1945.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. Explain how the use of the atomic bomb impacted international relations.

_____

_____

_____

_____

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_____

_____

_____

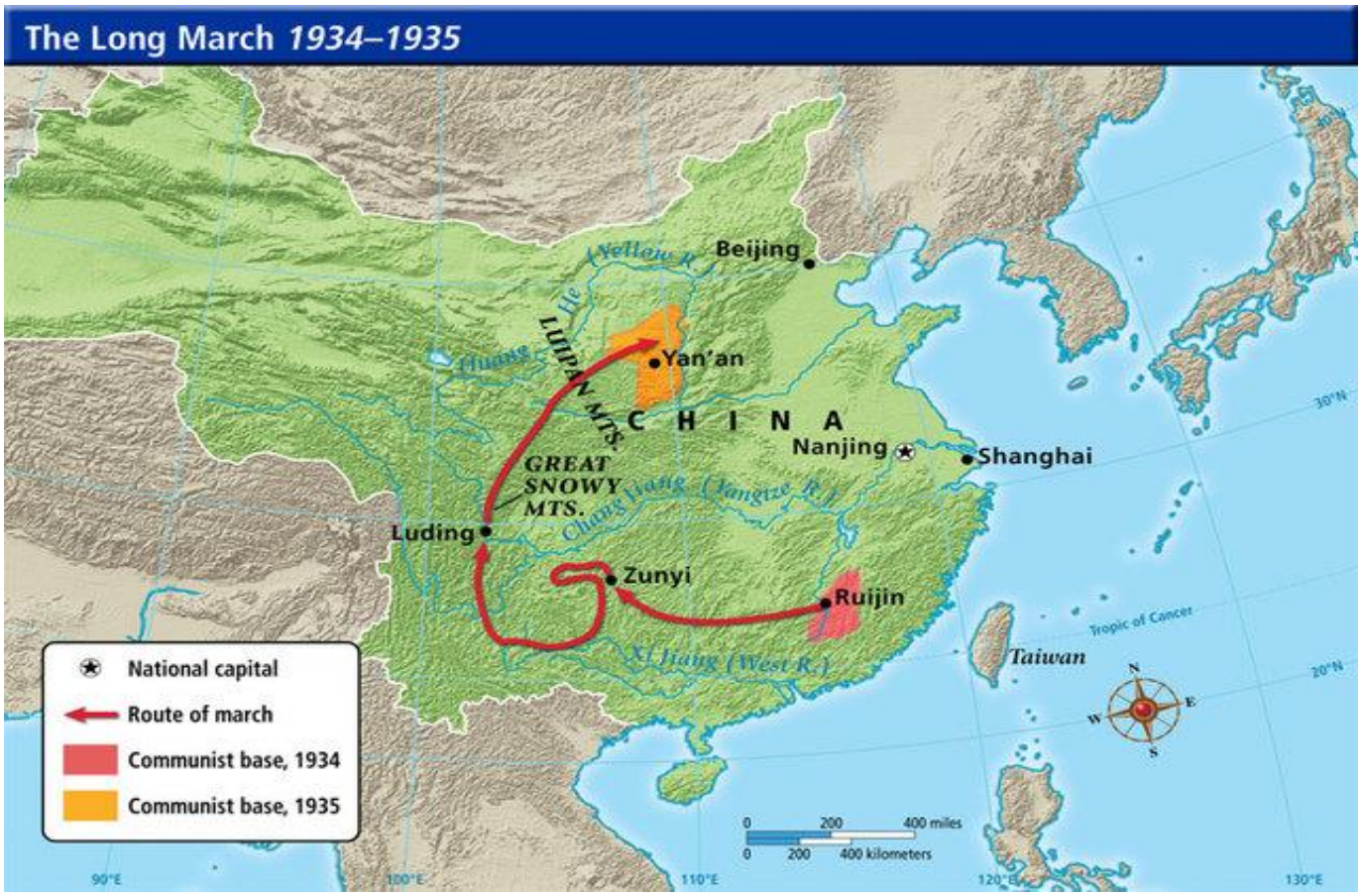
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: **MAP EVALUATION**

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

Resource B



Source: ***www.bing.com***

1. Explain how the event depicted in **Resource B** contributed to the establishment of communist China and the rise of communism in the country.

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_____

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_____

Skill level 3	
3	
2	
1	
0	
NR	

2. State the leader of the 'Long March'.

_____

_____

_____

Skill level 1	
1	
0	
NR	

3. Describe the roles of the USA and the Soviet Union in the establishment of communist China.

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART C: CARTOON INTERPRETATION

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

Resource C

1. Analyse the cartoon and explain why these two countries are portrayed in this way.

_____

_____

_____

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_____

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_____

Skill level 3	
3	
2	
1	
0	
NR	

2. Identify **ONE (1)** main reason for the growing bitterness and conflict between these former allies.

_____

_____

_____

Skill level 1	
1	
0	
NR	

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

_____

_____

_____

Skill level 1	
1	
0	
NR	

4. Identify **ONE (1)** example of a failure of détente between the two powers as illustrated in **Resource C**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

5. Define in your own words, the term '**Deterrence**'.

_____

_____

_____

Skill level 1	
1	
0	
NR	

6. Name a key figure that could be **best** represented by the bear in **Resource C**.

_____

_____

_____

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.

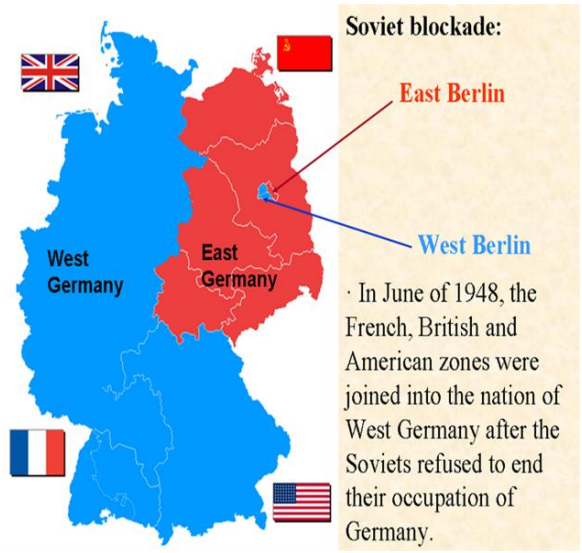
ESSAY TOPICS:

- **Explain** the events that led to the Soviet is decision to blockade Berlin.
- **Evaluate** how these events contributed to the shaping of the post-war world.

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

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain the events that led to the Soviet's decision to blockade Berlin	**3**		Irrelevant /incorrect explanation	Identify one event/ idea	Describe two events but linking is not evident	Explain events correctly with examples and show linking/ relational ideas.	
Evaluate how these events contributed to the shaping of the post-war world	**4**		Irrelevant/incorrect evaluation	Identify one event/ idea	Evaluation is described linking is not evident	Evaluation is explained and how linking/ relational ideas	Clearly evaluate the events and provide justification related to situations beyond the text.

Resource D



Source: www.google.com

Currency Reform in Germany

Source: www.bing.com

What were the Western Allies doing in Berlin that made Stalin so upset?

1. Using money from the Marshall Aid programme, the Allies were helping the Germans to rebuild their economy. They introduced a new, stable currency that would be used throughout their zones, and they created jobs for workers in the Western sectors.
2. At a meeting in London in January 1948, Britain and the USA joined their zones together to create 'Bizonia' and make it easier to administer them. (France would later join and they'd change the name to West Germany).

On 24 June 1948, Stalin cut all land access to Berlin for the Allies. This became known as the Berlin Blockade. Stalin did not intend to risk war over Berlin, and he did not intend to 'drive the Allies out'. More likely, his intention was to show that the Soviets also had power in Germany, that could match the demonstrations of economic power and unity that the West had just shown. He was using the Blockade as a lever to prevent any further Western moves in Germany, rather than attempting some kind of *communist* rollback.

Source: www.bbc.co.uk

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

Tick (√) the TWO (2) optional Questions you are answering.

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

PART A: **RESOURCE INTERPRETATION**

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

Resource A
Migration in the Pacific

Source: www.bing.com

Skill level 1	
1	
0	
NR	

1. Name the explorer that is depicted in **Resource A**.-noted that they would know his face

_____

_____

Skill level 1	
1	
0	
NR	

2. Identify the location in the explorer's route that enabled him to discover the Pacific Ocean.

_____

_____

_____

Skill level 1	
1	
0	
NR	

3. The explorer initially named the Pacific Ocean the 'South Sea'. State what this name means.

_____

_____

4. Describe how the name ‘South Sea’ changed to ‘Pacific Ocean’.

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Cook left record that Tongatapu was even more extensively cultivated than 'Eua, the houses being surrounded by perfumed flowers…pigs and fowls were numerous…. good roads, arched over with trees went in all directions. There were no villages…. Cook admired the Tongans' canoes and wondered at the skills with which these had been made with crude stone axes…. he explored far south to Easter Island, Marquesas, Tahiti and Niue which he called Savage Island, owing to the attack made by the islanders who feared the foreign ship might bring them a new disease…

Source: Wood, A.H., History and Geography of Tonga, pp. 18-19.

1. Identify the historical source of information in **Resource B**.

_____

Skill level 1	
1	
0	
NR	

2. Describe **Cook's** observations of Tonga.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

4. According to **Resource B**, state the name given by **Cook** to Niue.

_____

_____

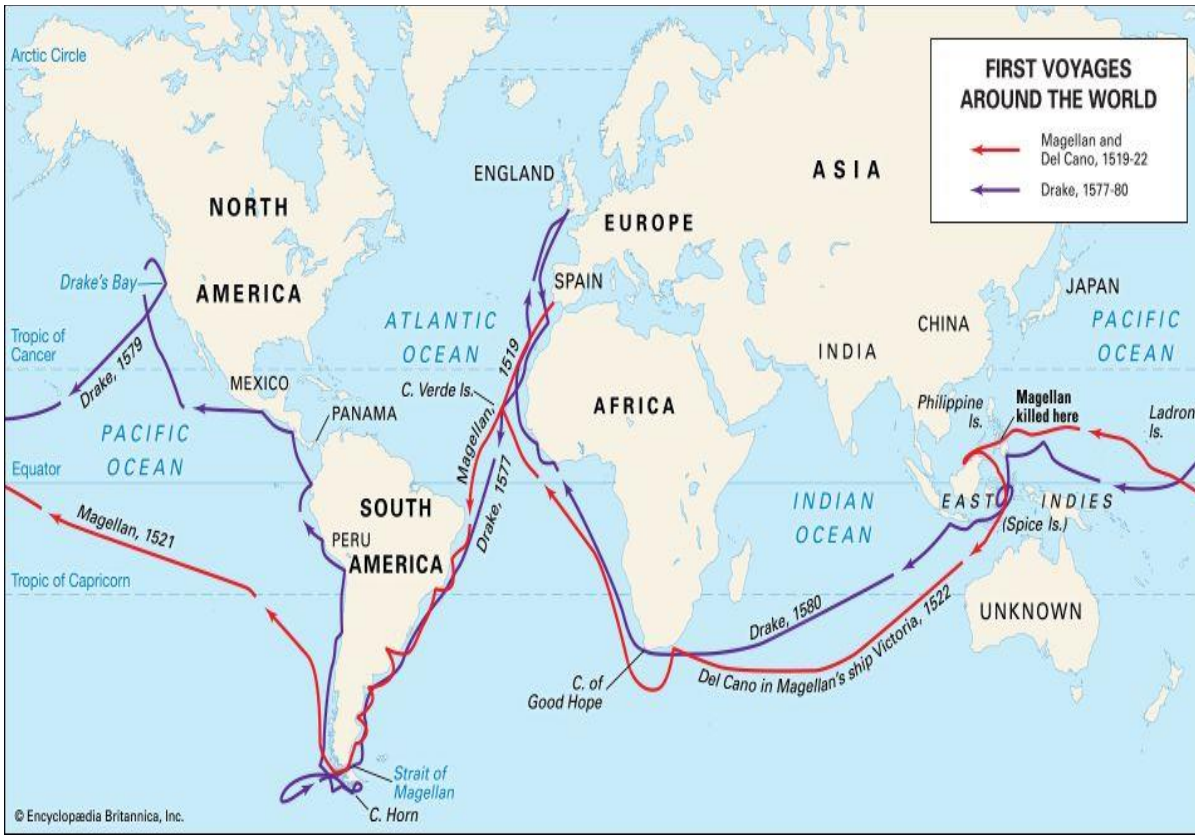
_____

Skill level 1	
1	
0	
NR	

PART C: **MAP INTERPRETATION**

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

Resource C



Source: www.bing.com

1. According to **Resource C**, discuss a shared significant achievement of **TWO (2)** in their explorations of the Pacific. (Name these explorers)

_____

_____

_____

_____

_____

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_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART D: **SHORT ESSAY**

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

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

ESSAY TOPICS:

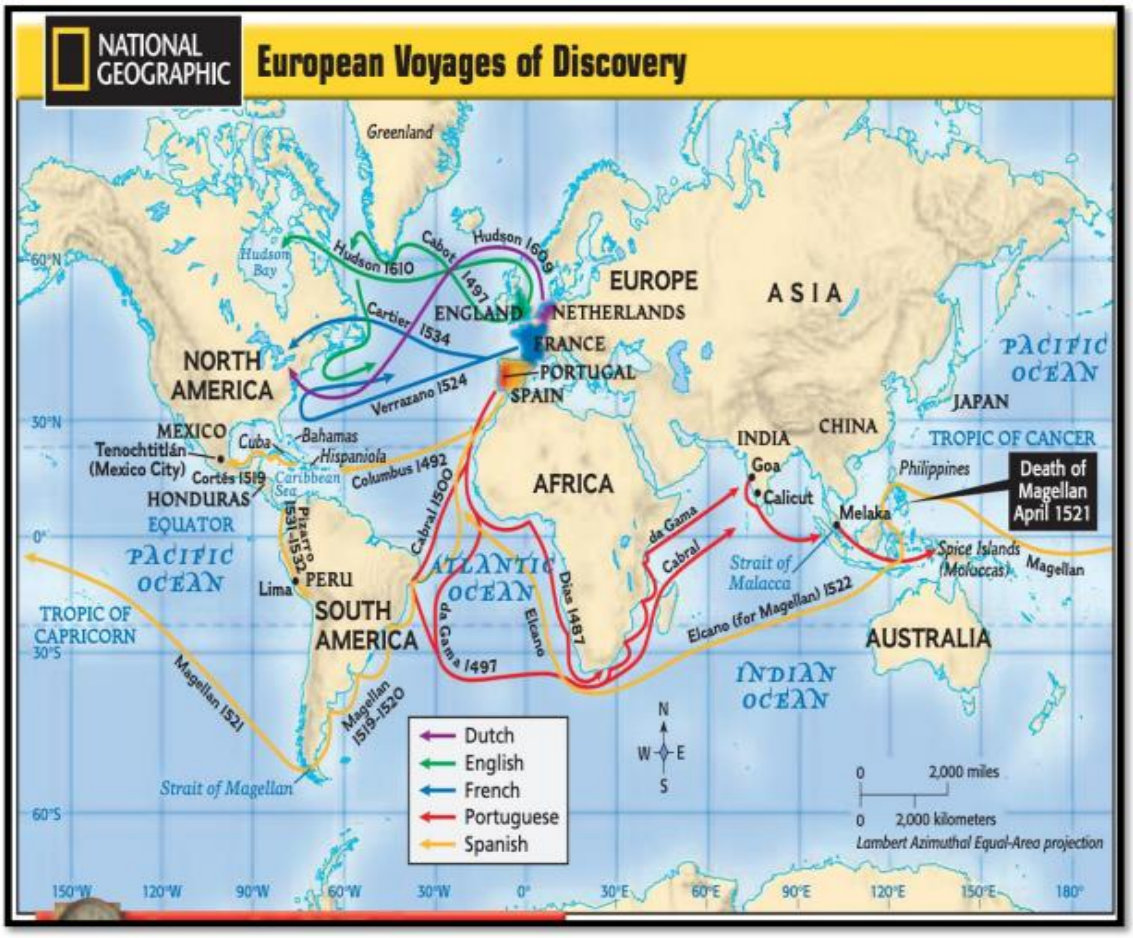
- **Explain** with examples the reasons for the expedition to the Pacific by European explorers. Provide examples from case-studies you have studied in class.

- **Evaluate** your given reasons.

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

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Explain with examples the reasons for the expedition to the Pacific by European explorers. Provide examples from case-studies you have studied in class.	**3**		Irrelevant/incorrect reasons	State one correct reason/ idea	Describe two correct reasons	Full explanation of at least two reasons and linked to a specific explorer (s). Show linking/ relational thinking	
Evaluate your given reasons	**4**		Irrelevant/incorrect idea	State one correct idea	Evaluation is described.	Evaluation is explained. Show linking/ relational thinking	Clearly evaluate the reasons with valid justifications. Related to situations beyond the text.

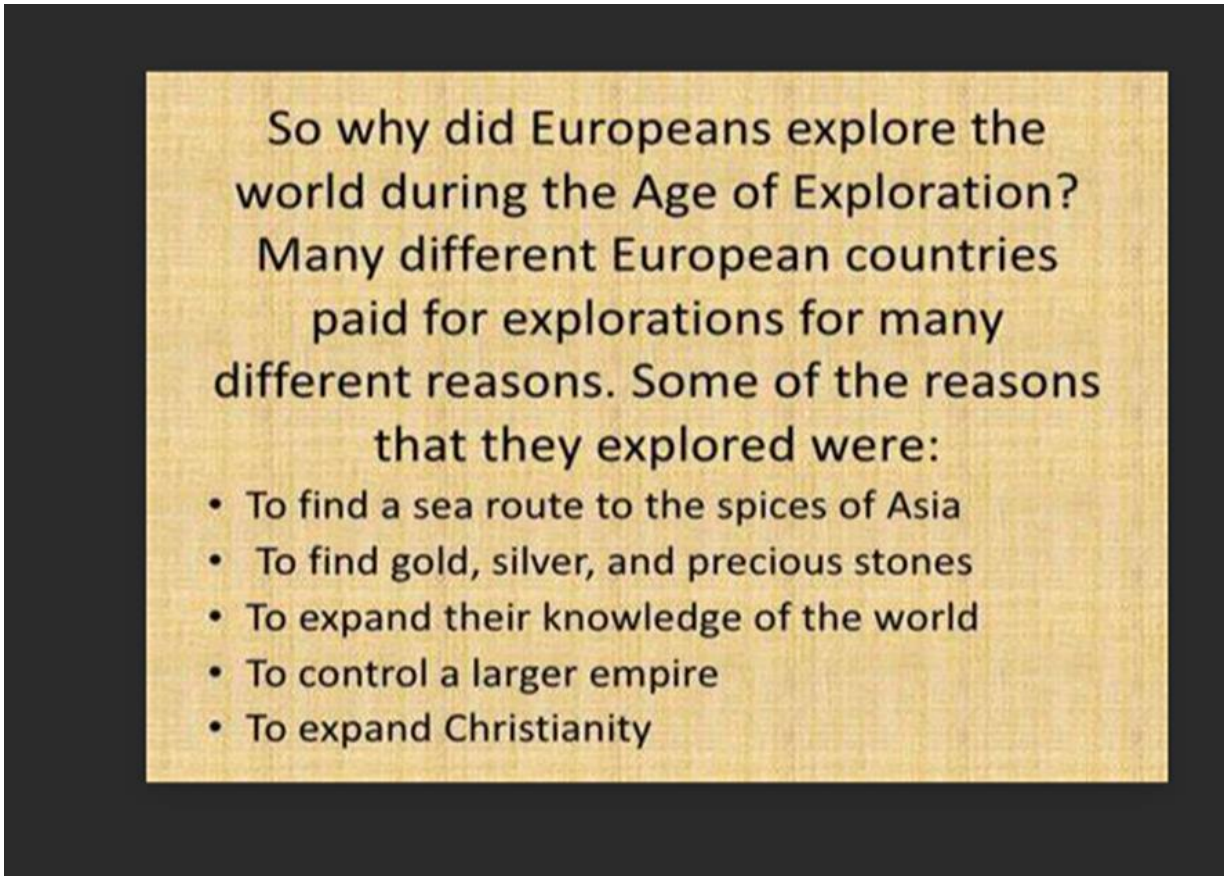
Resource C



Resource B. Map from "The Age of Exploration" textbook, 2013, p. 404. Retrieved from https://www.canyonspringshighschool.org

Much of the European exploration of the Pacific was inspired by two obsessions: the search for the fastest routes to the spice-rich islands of the Moluccas (modern-day Maluku in Indonesia) and the theory that somewhere in the South Pacific lay a vast undiscovered southern continent, possibly also rich in gold, spices, and other trade goods.

Source: Kjellgren, E., 2004. *Department of Arts of Africa, Oceania, and the Americas*. The Metropolitan Museum of Art, October.


So why did Europeans explore the world during the Age of Exploration? Many different European countries paid for explorations for many different reasons. Some of the reasons that they explored were:
• To find a sea route to the spices of Asia
• To find gold, silver, and precious stones
• To expand their knowledge of the world
• To control a larger empire
• To expand Christianity

QUESTION THREE: **LEADERSHIP:**

Taufa'ahau Tupou IV. (1918-2006)

PART A: **PICTURE INTERPRETATION**

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

Resource A

Source: www.forumsec.org

1. Identify the regional organization in **Resource A**, that Tonga has been a member of since Tupou IV's reign.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. Describe **ONE (1)** benefit Tonga gained from this regional organization.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART B: **RESOURCE EVALUATION**

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

Resource B

UNIVERSITY OF THE SOUTH PACIFIC FEES

2024 UNDERGRADUATE FEES

	Fiji	Cook IS	Kiribati	Marshall	Tonga	International Students
Accounting	700	675	580	460	585	2, 250

All figures are per course unless otherwise indicated:
Third Country tuition fees = three times Regional fee
Course materials are issued free to students paying print mode, EL001, Continuing Education, Preliminary and Foundation except for School-based Foundation courses.

Third country and international students- refers to students from non-member countries of the University of the South Pacific

Regional- refers to students within the region or students from member countries of the University of the South Pacific.

Tuition fees- The money a student pays to a university for their education

Source: Adapted from USP Handbook, 2024.

1. Discuss **ONE (1)** piece of evidence from **Resource B** that highlights a social or economic development made by Tupou IV for Tonga.

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_____

Skill level 3	
3	
2	
1	
0	
NR	

2. Name **ONE (1)** other successful economic development by Tupou IV during his reign.

_____

_____

_____

Skill level 1	
1	
0	
NR	

3. Name **ONE (1)** of Tupou IV's portfolio.

_____

_____

Skill level 1	
1	
0	
NR	

PART C: RESOURCE EVALUATION

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

Resource C

High Commission of Tonga, London

Source: www.bing.com

1. Identify this key political accomplishment of Tupou IV as highlighted in **Resource C**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. Explain how the political development shown in **Resource C** benefits Tonga and her people.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

3. Identify **ONE (1)** challenge that could hinder the political development in **Resource C**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

4. Describe the change Tupou IV implemented in Tonga's diplomatic relations with Taiwan.

_____

_____

_____

_____

_____

_____

Skill level 2	
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 impacts of key educational developments during the reign of Taufa'ahau Tupou IV.

- **Evaluate** the impacts of these educational developments.

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

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Explain the impacts of key educational developments during the reign of King Taufa'ahau Tupou IV	**3**		Irrelevant /Incorrect Impacts/ idea	Identify one educational development / idea	Describe educational developments / idea	Explain major educational developments and their impacts with examples. Show linking/ relational thinking	
Evaluate the impacts of these educational developments.	**4**		Irrelevant /incorrect impacts	One idea	Evaluation is described	One valid judgement of impacts. Show linking/ relational thinking	Evaluate the impacts with valid judgements and examples. Related to situations beyond the text.

Resource D

Old Tonga High School Building

PM Hu'akavameiliku addresses General debate, 77th session, UN.

Students at the Tonga Institute of Science and Technology during their workshop.

Graduation day for Tonga institute of Science and Technology and the Tonga Institute of Education

Source: www.bing.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

> Mr. Lawry was received and given land by Fatu, son of Mulikiha'amea and father of the first Tungi, but the heathen priests persuaded the people to oppose him and even make plots against his life. These circumstances, with the constant irritation caused by the natives stealing, affected Mrs. Lawry's spirit and health to such an extent that Mr. Lawry felt obliged to leave.
>
> ***Source: Wood, A.H., 1932. History and Geography of Tonga. p.44.***

1. According to **Resource A**, identify where Mr Lawry first started his mission.

_____

Skill level 1	
1	
0	
NR	

2. Describe **ONE (1)** aspect of ancient Tongan practice given in **Resource A**.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. According to **Resource A**, explain the nature of Christian missions in Tonga as demonstrated by Mr Lawry's situation

_____

_____

_____

_____

_____

_____

_____

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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

The London Missionary Society, founded in 1795, sent its first missionaries to the Pacific to begin work in Tahiti and Tonga. Both countries were thought to have a good climate, and food for the missionaries, and that their languages would be easily learned. The LMS ship Duff first arrived in Tahiti in 1797, and then went to Tonga, with ten missionaries, to start the work of the mission. They were not well prepared for the task. Most of them were artisans (weavers, carpenters, glassblowers), and the Tongans were only interested in their material goods and were not willing to replace their traditional beliefs with those of Christianity. During the civil war, in 1799 and 1800, three of the missionaries were killed at the village of Haʻateiho, and the rest fled to New South Wales.

Source: 'Ahio, Finau Pila, Christianity and Taufa'ahau in Tonga: 1800-1850, Melanesian Journal of Theology, 2007, p.3

1. According to **Resource B**, name the first missionary group to set foot in Tonga.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. State what is meant by '**Popular Culture'**.

_____

_____

_____

Skill level 1	
1	
0	
NR	

3. Identify **ONE (1)** of the material goods that was brought by the missionaries in **Resource B** that could be traded with food from the natives.

_____

Skill level 1	
1	
0	
NR	

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

_____

_____

_____

Skill level 1	
1	
0	
NR	

PART C: TEXT EVALUATION

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

Resource C

"… to measure the success of the work of the missionaries in the field by the amount of their contribution to the central mission fund. 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…."

Source: Latukefu, S. (1969) 'The case of the Wesleyan Mission in Tonga', Journal de la Société des océanistes, 25, pp. 95–112. doi: https://doi.org/10.3406/jso.1969.2252.

1. With reference to **Resource C**, explain the factors behind the Christian mission's significant expansion in Tonga in relation to trade.

_____

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Skill level 3	
3	
2	
1	
0	
NR	

2. Describe the way trade was done in Tonga before Christianity came to its shores.

_____

_____

_____

_____

Skill level 2	
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

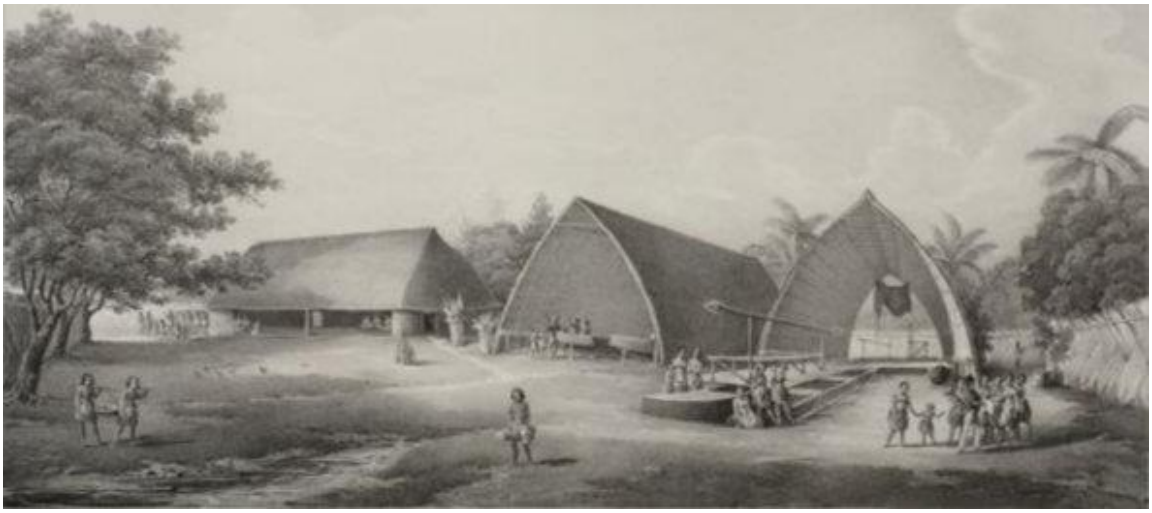
ESSAY TOPICS:

- **Explain** the aims for establishing Christian missions in Tonga
- **Evaluate** how Rev. John Thomas is corrected to the emergence of Christian missions in Tonga

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

Specific Learning Outcomes	Skill Level	Standard Student Response					
		NR	Level 0	Level 1	Level 2	Level 3	Level 4
Explain the aims for establishing Christian missions in Tonga	**3**		Irrelevant/ Incorrect aims	Identify one aim / idea	Describe 2 aims/ idea	Correctly explain aims with valid examples from different missions. Show linking/ relational thinking.	
Evaluate how Rev. John Thomas is corrected to the emergence of Christian missions in Tonga.	**4**		Irrelevant/ Incorrect evaluation	Identify one idea	Evaluation is described.	Evaluation show correction. Show linking/ relational thinking.	Clearly evaluate how Rev. Jon Thomas is corrected to the emergence of Christians in Tonga with valid judgements. Related to situations beyond the text.

Resource D



The beginning of Catholics in Tonga at Pea.

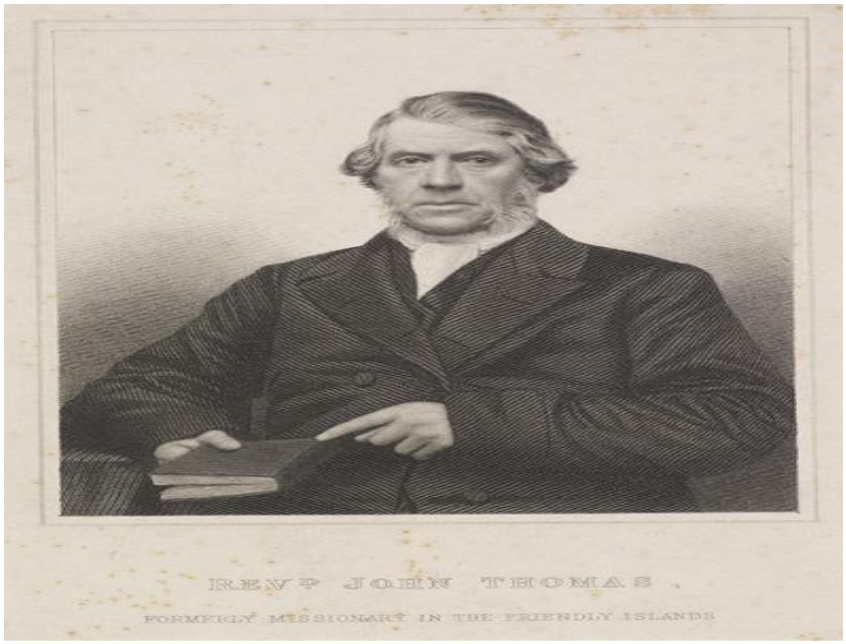
Source: https://www.maristmessenger.co.nz/2022/02/01/the-beginnings-of-the-catholic-church-in-tonga-part-1/

Bishop Pompallier celebrated Mass in Moeaki's house on 3 July and Fieota'aga became a catechumen. By the time the bishop sailed from Tonga on 13 July, a hundred people were enrolled as catechumens.

"Thus, in spite of all difficulties," Fr Deihl wrote, "was the little mustard seed of Faith planted in Tongan soil." By the time of Fr Chevron's death in 1884, there were 17,000 Catholics in Tonga, ministered to by seven missionaries, and Fr Chevron was acclaimed as 'The Apostle of Tonga.'

It must be said, though, that his achievements and those of the other missionaries came about through great suffering.

Sources: **Marist Messenger, May 1932, November 1933, February 1934**



Rev. John Thomas

Source: www.bing.com

Protestant missionary wives were instrumental in teaching Tongan women these skills, while Catholic missionaries relied on the Marist sisters, who only arrived in Tonga in 1871, to teach young girls sewing and embroidery. While through imported textiles the training of stitching techniques was encouraged, these fabrics also pushed the use of bark cloth and fine mats from daily life to the realm of ceremonial life. By the end of the nineteenth century, full body covering Victorian-style dress was encouraged and worn by men, women and children. Tongans would wear 'old bonnets, shapeless gowns, trousers and swallow-tailed coats for Sunday'

Source: ***Veys, F.W., 2017. Missionary attitudes towards Tongan material culture. Paideuma: Mitteilungen zur Kulturkunde, 63, pp.159-182. Frobenius Institute. Available at: https://www.jstor.org/stable/10.2307/26589114***

King George Tupou 1 and the LDS missionaries.
Source; www.bing.com

Brigham Smoot and Alva J. Butler were the first Latter-day Saints to attempt to bring the gospel to the Tongan islands. They landed on July 15, 1891, at Nuku'alofa, Tongatapu. Their arrival seemed well timed, as the Tongan legislature was holding its annual meeting. Leaders had gathered from all three island groups.[8] The two missionaries met with many important national and local leaders and ultimately received permission to proselyte from King George himself. However, after six years of sustained effort, including the establishment of Church-run schools and the preaching of the gospel on all three island groups by many missionaries (Tongatapu to start, Ha'apai in May 1893, and Vava'u in September 1895), only sixteen Tongans were baptized.

Source: Goodman, M.A. **Church Growth in Tonga: Historical and Cultural Connections.** ***In: Neilson, R.L., Harper, S.C., Manscill, C.K. and Woodger, M.J. (Eds.)*** **Studies in Latter-day Saint Church History: The Pacific Isles, *pp. 39-40.***

QUESTION FIVE: **GOVERNMENT AND GOVERNANCE:**

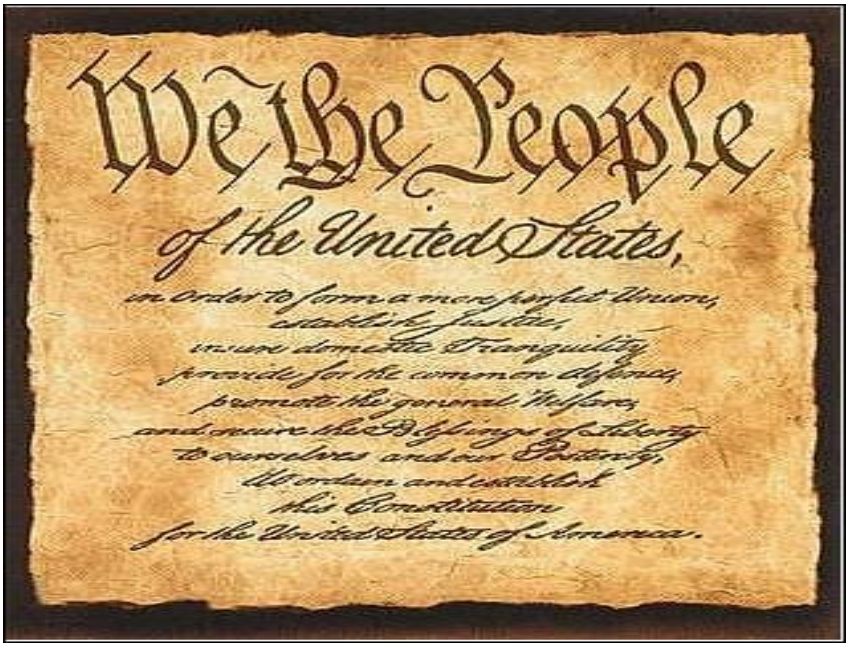
Modern Government in the USA**.**

PART A: **RESOURCE INTERPRETATION**

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

Resource A

The Constitution of the United States of America



Source: www.bing.com

1. Identify the primary source depicted in **Resource A**.

Skill level 1	
1	
0	
NR	

_____

_____

2. State the purpose of this primary source given in question 1.

Skill level 1	
1	
0	
NR	

_____

_____

3. State the kind of government that is practiced in the USA.

Skill level 1	
1	
0	
NR	

_____

_____

4. Explain how **Resource A** supports the application of good governance.

_____

_____

_____

_____

_____

_____

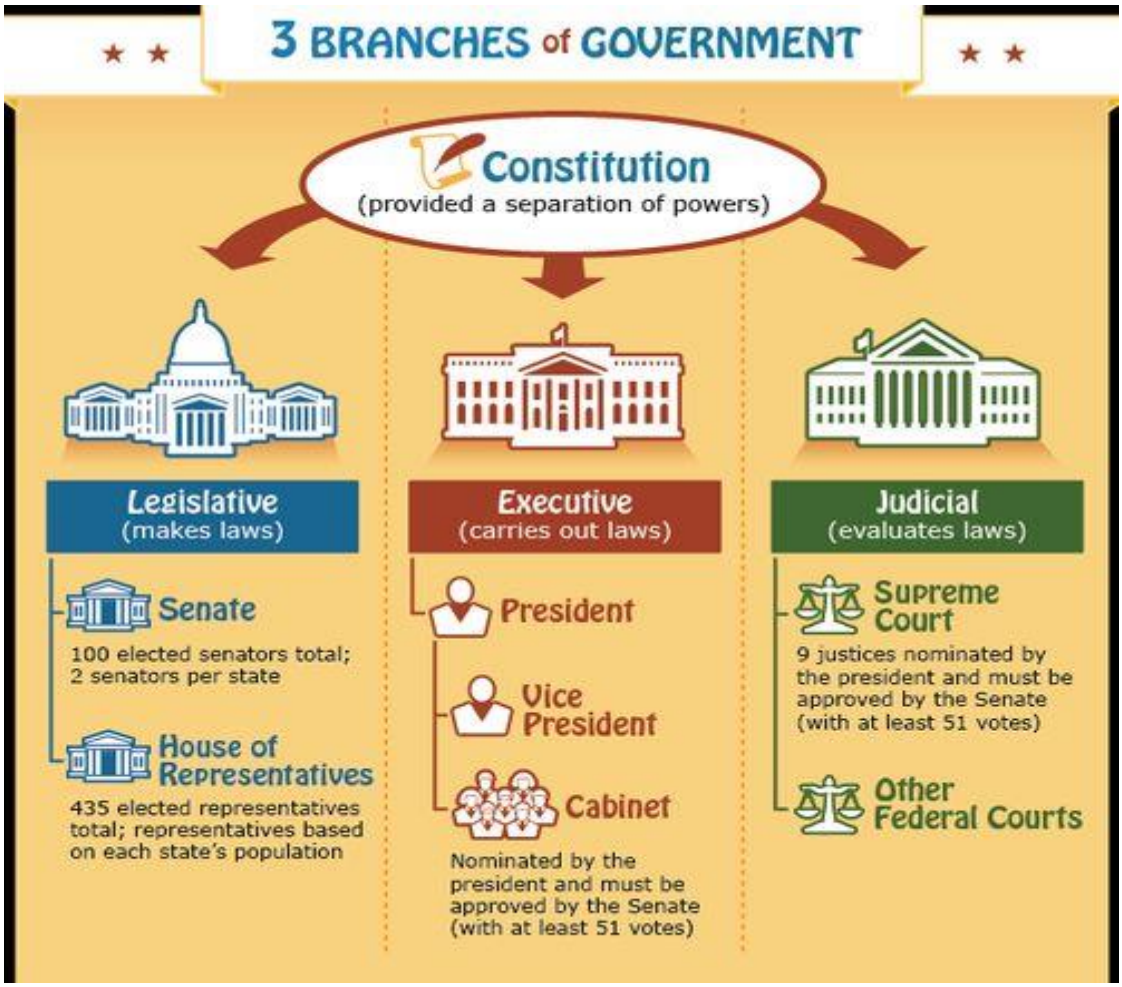
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE EVALUATION

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

Resource B



Source: www.bing.com

1. Identify **ONE (1)** main reason for the government's function in the USA.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. According to **Resource B**, outline the main branches of the US government.

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. Describe the functions of **ONE (1)** branch chosen from **question 2**.

Skill level 2	
2	
1	
0	
NR	

4. Explain how cabinet members are nominated in the government of the USA.

Skill level 3	
3	
2	
1	
0	
NR	

5. With reference to **Resource B**, state the main idea behind the structure of the US government.

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

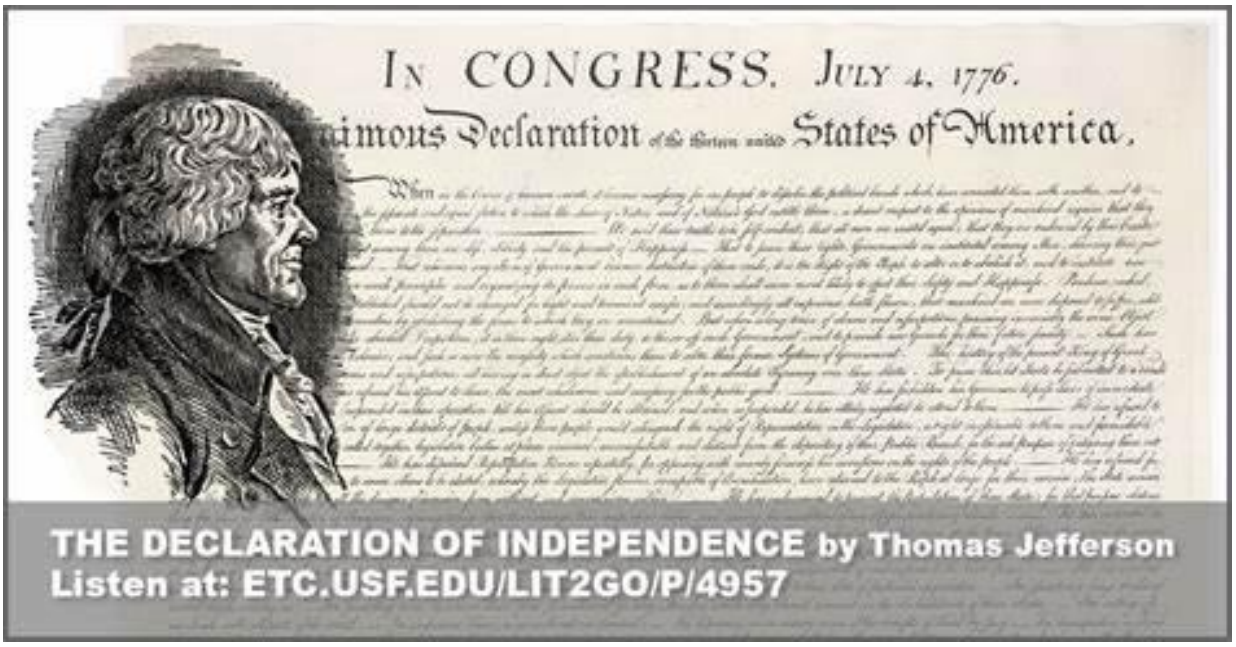
ESSAY TOPICS:

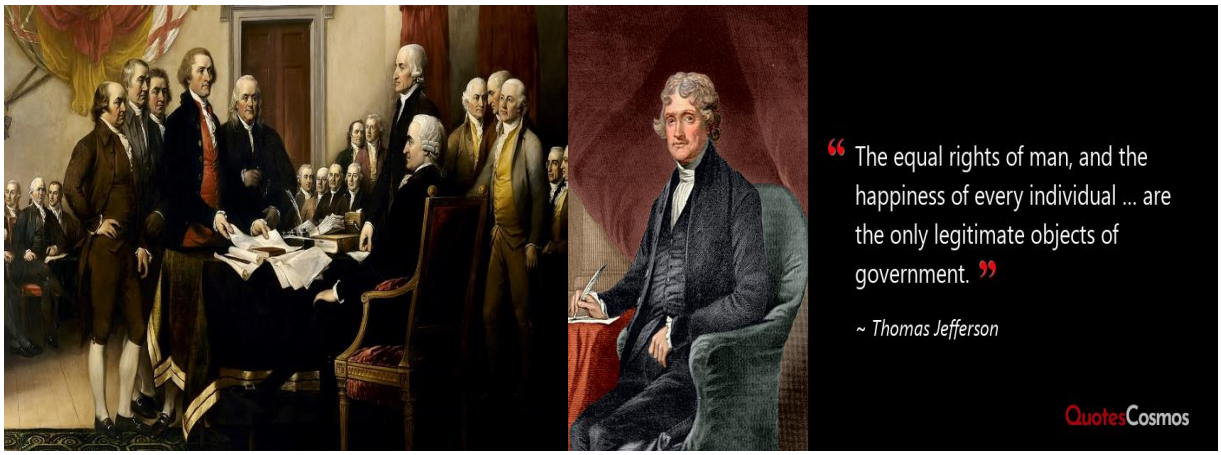
- **Explain** Thomas Jefferson's connection to the type of government in the USA.
- **Evaluate** his contributions.

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

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Explain Thomas Jefferson's connection to the type of government in the USA	**3**		Irrelevant/ Incorrect idea	Identify one connection/ idea	Describe the connection	Correctly explain the connection with valid examples. Show linking/ relational thinking	
Evaluate his contributions	**4**		Irrelevant/ Incorrect idea	Identify one idea	Describe one contribution/ idea	Relevant/ correct evaluation of contributions. Show linking/ relational thinking	Relevant/ correct evaluation of contributions with justification. Related to situations beyond the text.

Resource C





Source: ***www.bing.com***

Thomas Jefferson wanted the new Constitution to be accompanied by a written "bill of rights" to guarantee personal liberties, such as freedom of religion, freedom of the press, freedom from standing armies, trial by jury, and habeas corpus. Jefferson's correspondence with James Madison helped to convince Madison to introduce a bill of rights into the First Congress. After ratification by the requisite number of states, the first ten amendments to the Constitution, known as the Bill of Rights, went into effect in 1791. (Image via Cliff on Flickr, CC BY 2.0, painted in 1786)

Source: Walker-Russell, C. (2023). Thomas Jefferson. [Online] Available at: [URL] [Accessed 9 July 2024].

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

PART A: RESOURCE INTERPRETATION

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

Resource A

France officially took possession of most of the area in 1853, with aims to turn it into a penal colony, a type of settlement meant to punish criminals with forced labor and isolation from society. The French flag would only officially rise in 1864. After its annexation by France, the development of the colony slowly began to centre around settlers colonizing the area, mineral and resource gathering, ranching, and the establishment of a penal colony. This process involved the taking of notably large tracts of the land that the Indigenous peoples used. Settlers first arrived in 1855 where they occupied a small area in a relatively uninhabited peninsula, but they soon spread, causing conflict.

Source: New Caledonia, French Territory In The Pacific - WorldAtlas

Nickel Mine Station in New Caledonia

Source: www.bing.com

1. According to **Resource A**, describe the influences of French rule on the New Caledonian island community.

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. Explain **ONE (1)** disadvantage of the changes introduced by the French to New Caledonia.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

3. According to **Resource A**, identify the people who were deported to New Caledonia by the French government.

_____

_____

_____

Skill level 1	
1	
0	
NR	

4. According to **Resource A**, identify the group of people referred to as 'Kanaks'.

_____

_____

_____

Skill level 1	
1	
0	
NR	

5. State the year France colonized New Caledonia.

_____

_____

_____

Skill level 1	
1	
0	
NR	

PART B: **TEXT INTERPRETATION**

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

Resource B

The Hawaiian colony lacked almost all control over public and private life. The governor, and all judges of the Territory were appointed by and served at the pleasure of the President of the U.S. The U.S. Constitution and the laws adopted by the U.S. Congress were elevated as superior to Hawaii's laws. Migration into Hawaii was controlled by the U.S. Education, health policies, communications, international and inter-island transportation were all controlled by the U.S. government.

Source: Dudley, K., Siu, L., Laenui, P., & de Zayas, A., 2019. Colonization and Americanization of Hawaii: Replacing Hawaiian culture. Global Research, [online] Available at: <talesofhawaii.net> [Accessed 21 August 2019].

- Hawaii had been economically important to Americans for centuries
- To avoid import taxes (tariffs). Sugar growers pleaded for annexation
- The U.S. knew the value of the islands- they had built a naval base at Pearl harbor in 1887
- Led by Standford Dole, American annexed Hawaii in 1898 and it formally became a state in 1959

Adapted from America Claims an Empire: PowerPoint Presentation

1. According to **Resource B**, identify the person who has control over the US officials in Hawaii.

_____

_____

Skill level 1	
1	
0	
NR	

2. According to **Resource B**, explain the key figures associated with the influence of the USA in Hawaii.

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

3. According to **Resource A**, name the key figure who led the overthrow of Hawaii's last monarch and facilitated its annexation by the USA.

_____

_____

Skill level 1	
1	
0	
NR	

4. According to **Resource B**, describe **ONE (1)** economic activity carried out by the USA in Hawaii.

_____

_____

_____

_____

Skill level 2	
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 changes in Fijian society and politics after Fiji was ceded to Britain.
- **Evaluate** the changes that occurred.

Specific Learning Outcomes	**Skill Level**	**Standard Student Response**					
		NR	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Explain the changes in Fijian society and politics after Fiji was ceded to Britain	**3**		Irrelevant/ incorrect changes/ idea	Identify a change/ one idea	Describe the changes/ one idea	Explain changes with valid examples. Show linking/ relational thinking	
Evaluate the changes that occurred.	**4**		Irrelevant/ incorrect/ idea	Show one idea	Describe the changes/ one idea	Evaluation changes with vague judgements. Show linking/ relational thinking	Clear evaluation of changes with valid judgements. Related to situations beyond the text.

Resource C

I agree with Anghie[4] who says that colonial expansion in the late nineteenth century that was occurring in Asia, Africa and the Pacific was for the economic and political advantage of Britain and other major European states. This resulted in the assimilation of Fijians into a system of law that was fundamentally British in that it derived from British thought and experience.

Source: **Proceedings of the Indian History Congress, *2001. Vol. 61, Part Two: Millennium, p.4.***

Signing of the 'Deed of Cession at Levuka in 1874

Government House, Fiji

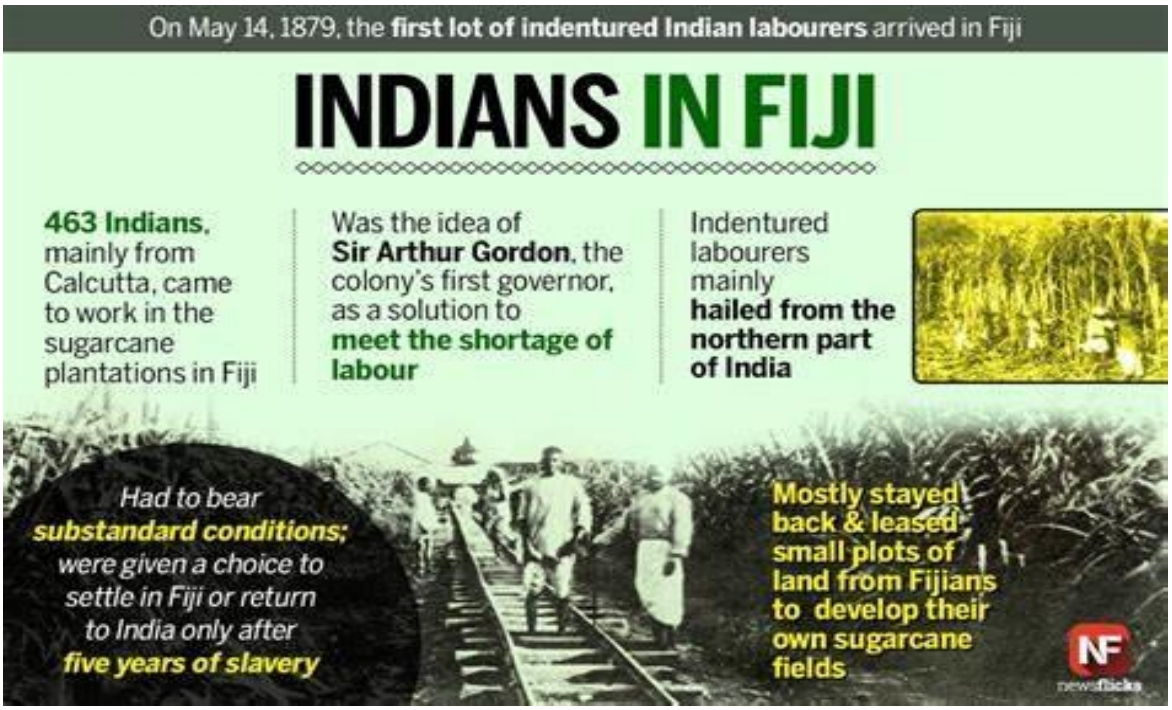
Source: ***www.bing.com***

Large scale plantation sugar cane production with indentured labour from India, expatriate capital from Australia, and indigenous Fijian land, were the main factors for the transformation of Fiji's pre-capitalist to a colonial capitalist economy from the late nineteenth century (Howard, Plange, Durutalo & Witton, 1984). The Colonial State brokered indentured labour from India from 1879 to 1916 (BB, 1890-1937; Legco, 1884-1970) to enable plantation sugar production alongside copra.

Source: Plange, N.K., 2023. Colonial political economy, social policy and poverty in Fiji: 1874-1970. *Pacific Dynamics*, 76(1). Journal of Interdisciplinary Research.

Fiji has a history of ethnic tensions where Europeans, indigenous Fijians and Indo-Fijians competed for ethnocratic hegemony. The British colonial authorities established colonial ethnocracy based on the concept of harmony of indigenous and European interests where indigenous Fijian chiefs supervised indigenous cultural discourses and the Europeans controlled the economy and the state. Nevertheless, the colonial regime introduced ethnic complexity and brought Indian indentured labourers to Fiji to protect indigenous Fijians from the destructive forces of plantation capitalism, based on cultivation of sugar on European alienated indigenous Fijian land. By 1945, the Indo-Fijian population had overtaken that of indigenous Fijians and Europeans and by the 1960s, Indo-Fijian leaders pushed for independence of the Colony of Fiji, raising fears in the indigenous community that Indo-Fijians wanted political control to re-design indigenous land ownership. As a result, ethnic tensions increased with Indo-Fijian leaders giving up their quest for political control

Source: Ramesh, S. (n.d.). *Colonial and Post-Colonial Ethnocracy in Fiji*. University of Sydney



Source: www.bing.com

In 1879, five years after the Deed of Cession was consummated, an event occurred which, as years went on, was to change the whole economic, social and political situation in Fiji. That was the importation of indentured labourers from India to Fiji. The first batch of 481 Indian indentured labourers landed in Fiji on 14th May 1879[5].

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