MARKER CODE				

Student Enrolment Number (SEN)									

TONGA FORM SIX CERTIFICATE
2017
HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. Answer **ONLY THREE** (3) questions.
   Answer **QUESTION 1** and **TWO OTHER QUESTIONS** from questions 2 – 6.

   QUESTION 1 is **COMPULSORY**: Cooperation and Conflicts
3. Write ALL your answers in the spaces provided in this Booklet.

COMPULSORY:

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

OPTIONAL:

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

☐Question 2: Migration and Exploration-Navigating and Mapping of the Pacific
☐Question 3: Leadership: King Taufa'ahau Tupou IV, 1918-2006
☐Question 4: Religion and Beliefs – The Christian Missions in Tonga.
☐Question 5: Government and Governance – Modern Government in the USA.
☐Question 6: Colonialism, Imperialism and Capitalism – The Major Colonial Powers in the Pacific 1870-1970s

QUESTION 1 IS COMPULSORY
FOR QUESTIONS 2-6 ANSWER ANY TWO QUESTIONS

Check that this booklet contains 47 pages 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 1

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

PART A: TEXT COMPREHENSION

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

Resource A

> We have used the bomb against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretence of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.
>
> ***President Truman addressing the American people on the radio on 9th August 1945.***

1. Identify the two places where the bomb was used.

_____

Skill level 1	
1	
0	
NR	

2. Identify the kind of bomb that was used.

_____

Skill level 1	
1	
0	
NR	

3. Discuss whether the statement made by President Truman is justified.

_____

_____

_____

_____

_____

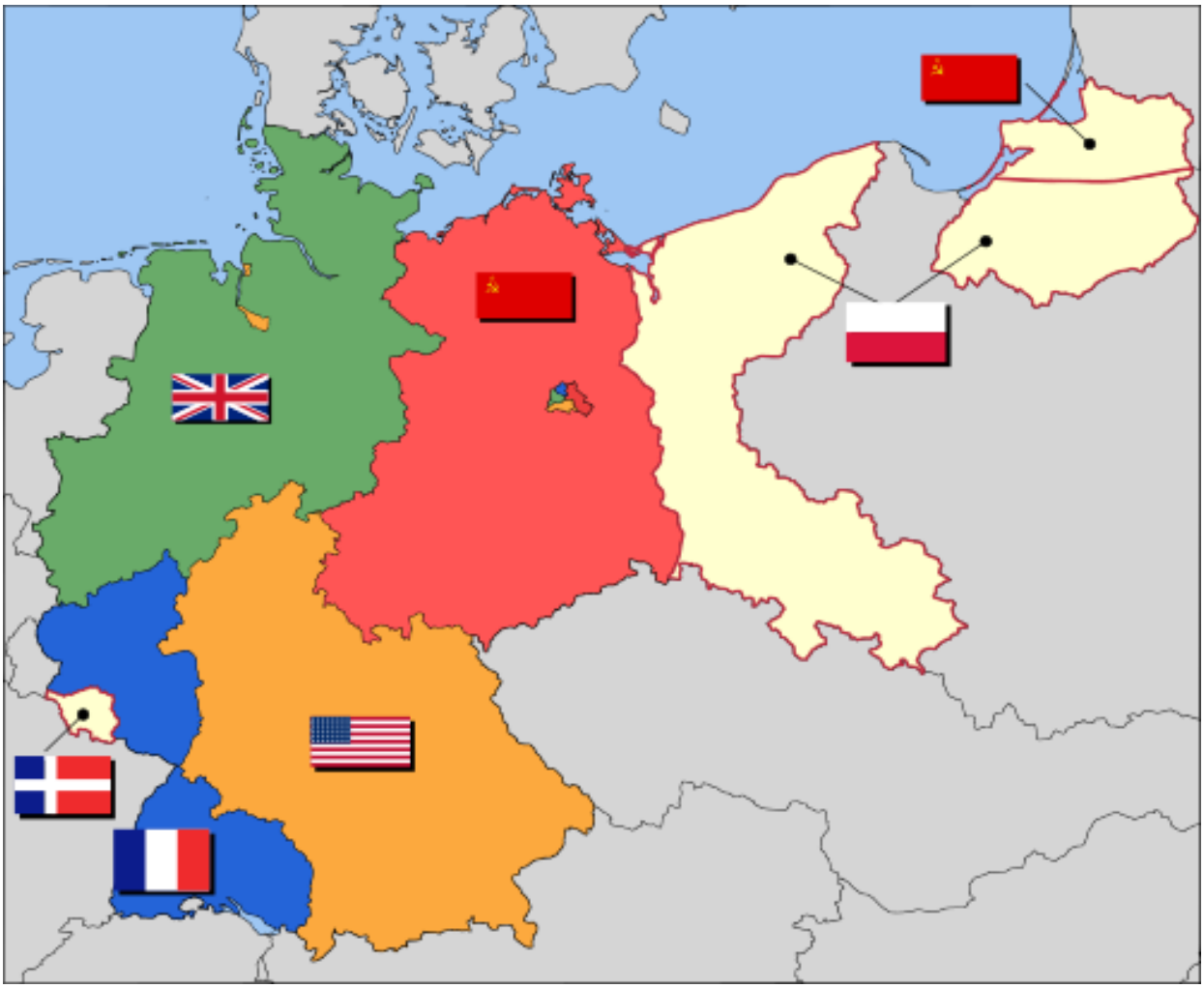
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



1. Describe how Germany was divided after the war.

Skill level 2	
2	
1	
0	
NR	

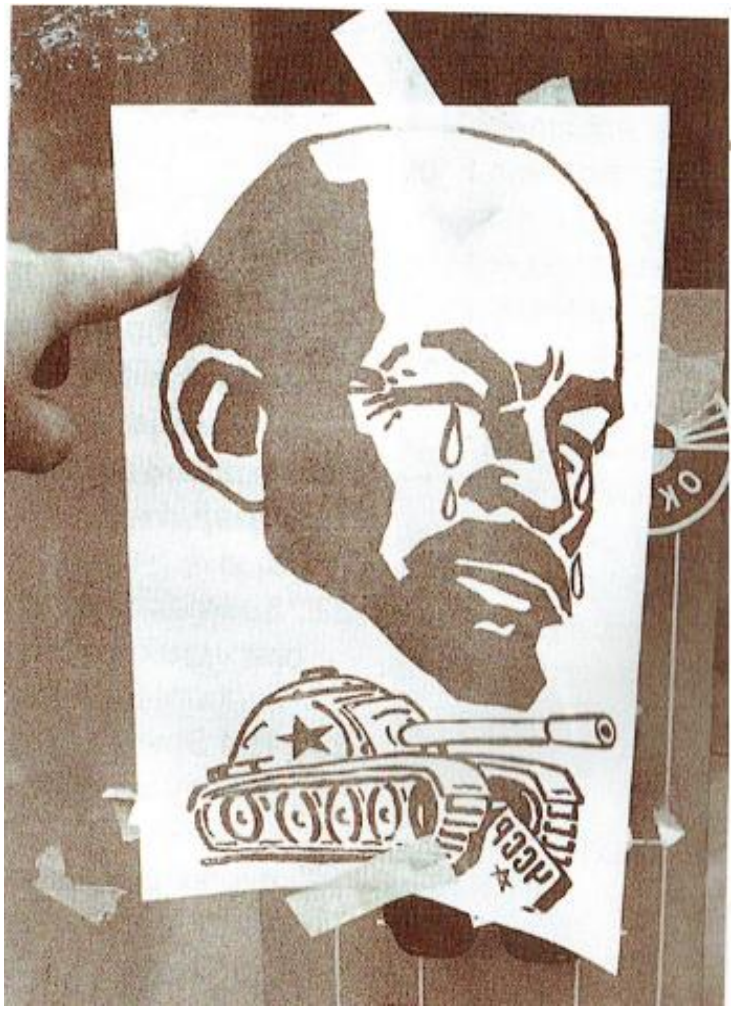
2. Discuss a major crisis that occurred in Germany.

Skill level 3	
3	
2	
1	
0	
NR	

PART C: RESOURCE INTERPRETATION

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

Resource C



A Czech street poster from 1968. Lenin, the leader of the Russian Revolution of 1917, is shown weeping as the Soviet tanks invade Czechoslovakia.

Source: Rea, T &Wright, J.2002. Internal Relations 1941-1995, Oxford University Press, pg.117.

1. Give **ONE** (1) reason why Lenin is portrayed in the poster.

Skill level 1	
1	
0	
NR	

2. State the term given to the reaction by the Gzech's to the Soviet invasion.

Skill level 1	
1	
0	
NR	

3. Explain the link between Lenin's weeping and the Soviet tank.

Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

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

In your answer you will be assessed on how well you:

* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical and cohesive response

Writing a History Essay

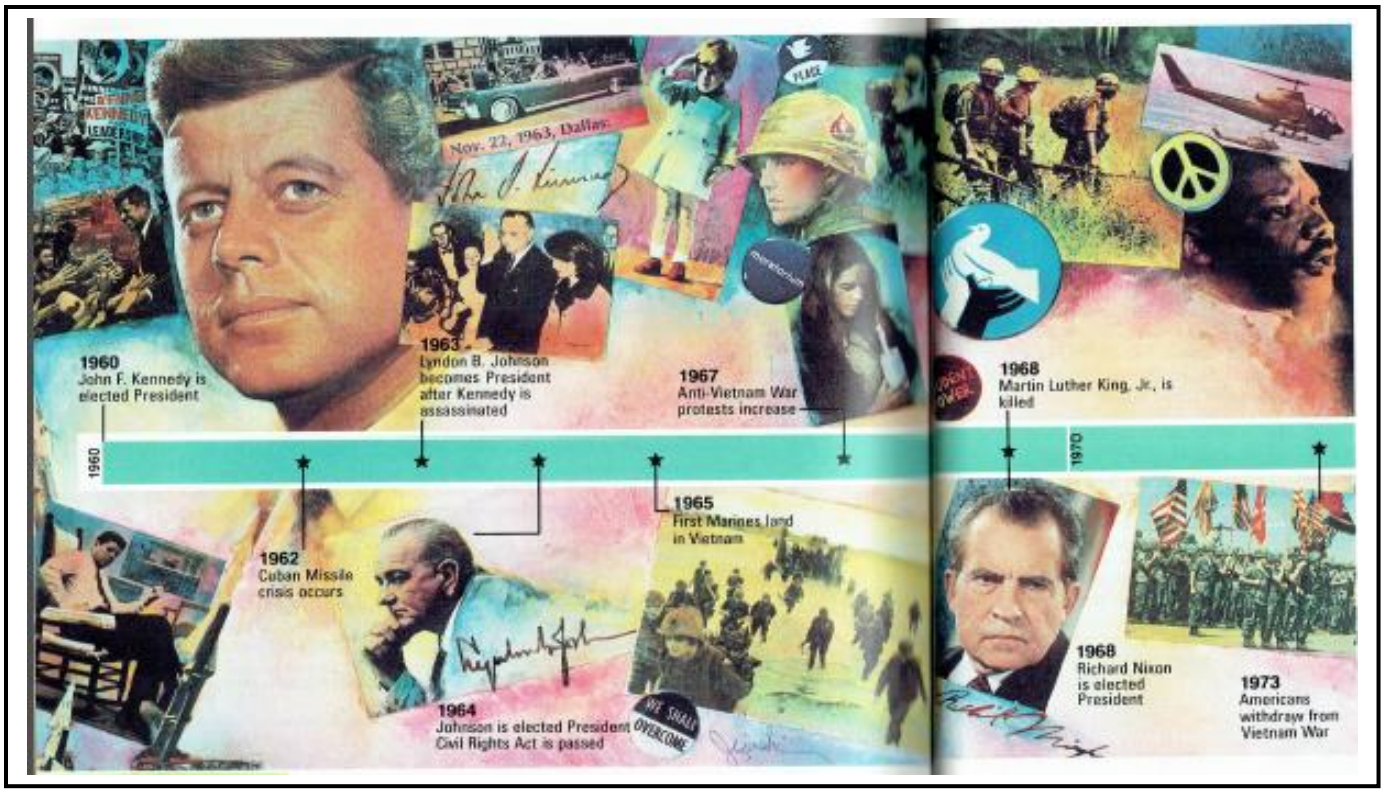
Your essay will be assessed using this Assessment Schedule.

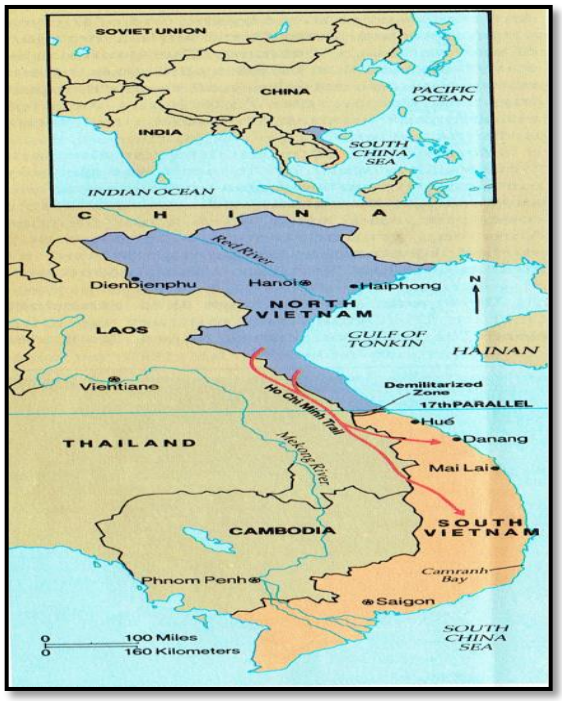
Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i.	1	Identify correct/full name of leader/s/key figure/s/ nation/s/ date/s relevant to task						
ii	1	Identify correct historical event/s/crises/ terms/concepts/policy/ies/treat/ies						
iii	2	Describe event/s, crises clearly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

ESSAY TOPIC

- Outline the US Presidents that were involved in the Vietnam War.
- Evaluate the outcome of their actions on the Vietnam War.

Resource D





Source : Patrick, J & Berkin, C. 1987. Theory of the American Nation, Mcmillan Publishing Company, pag.730-731, 744.

Assessor's use only

Unistructural	i	ii	**Multi**	iii	**Relational**	iv	**Extended Abstract**	v	vi
1			**2**		**3**		**4**		
0			**1**		**2**		**3**		
NR			**0**		**1**		**2**		
			NR		**0**		**1**		
					NR		**0**		
							NR		

OPTIONAL: YOU MUST ANSWER ONLY TWO QUESTIONS from QUESTION 2 - 6.

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

QUESTION 2 – MIGRATION AND EXPLORATION: Navigating and Mapping of the Pacific

PART A: RESOURCE INTERPRETATION

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

Resource A

1. Identify **ONE** (1) feature of **Resource A** that shows the era of exploration.

Skill level 1	
1	
0	
NR	

_____

2. Identify **ONE** (1) aspect of this historical source of information that has not changed today.

_____
_____
_____
_____

Skill level 1	
1	
0	
NR	

3. Explain how the Pacific was chartered by the early explorers.

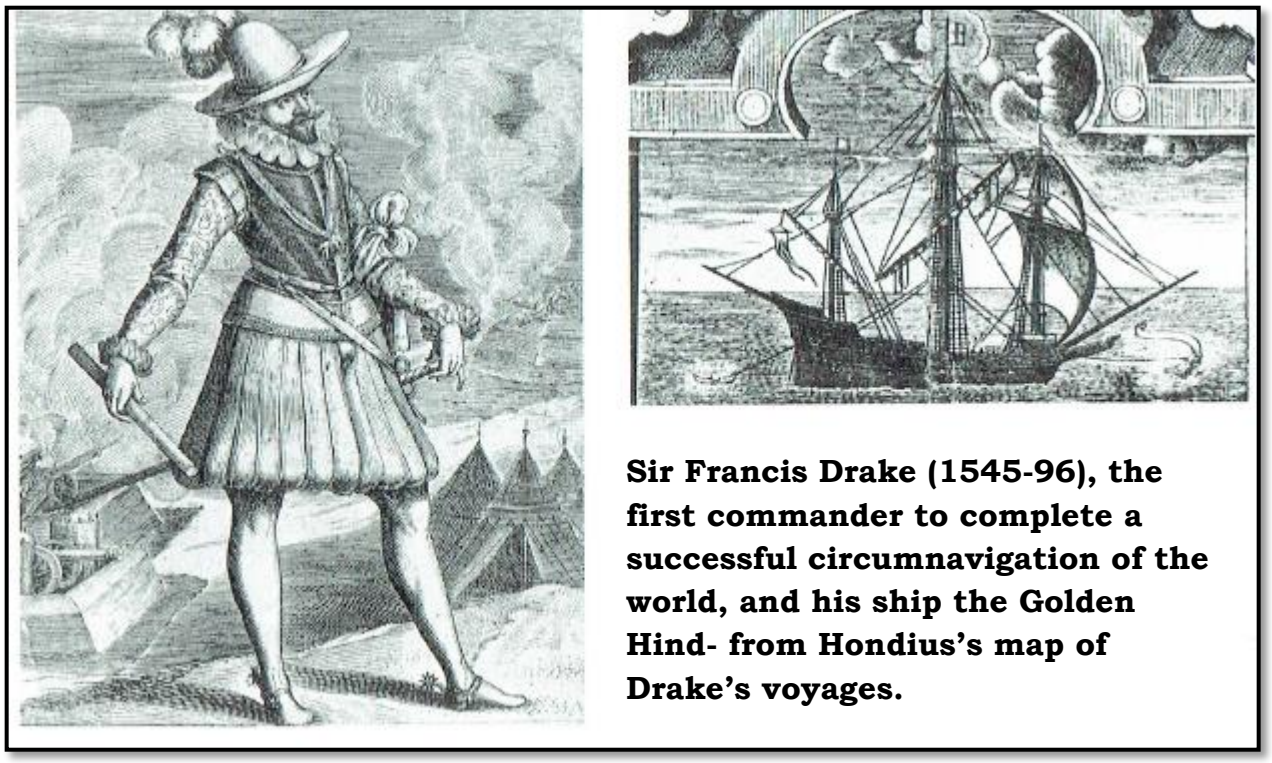
_____
_____
_____
_____
_____
_____
_____
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



Sir Francis Drake (1545-96), the first commander to complete a successful circumnavigation of the world, and his ship the Golden Hind- from Hondius's map of Drake's voyages.

1. Identify the country from which Sir Francis Drake came from.

Skill level 1	
1	
0	
NR	

_____

2. Identify **ONE** (1) characteristic that Sir Francis Drake had that made him successful in his expeditions.

Skill level 1	
1	
0	
NR	

_____

_____

3. Define the term "circumnavigation".

Skill level 1	
1	
0	
NR	

_____

_____

_____

4. Describe **ONE** (1) feature that Sir Francis Drake had in common with the rest of the other explorers to the pacific.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART C: 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:

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			4	3	2	1	0	NR
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ii	2	Describe historical event/s, terms clearly in response to the task						
iii	3	Discuss the chosen content(historical ideas and issues) in an effective structure						
iv	4	Analyze and interpret resources showing cohesion in the development of historical ideas and information						

ESSAY TOPIC:

- Discuss **ONE** view and value held by Europeans regarding the Pacific nations.
- Assess the significance of this view and value on how the Pacific is portrayed.

Resource C

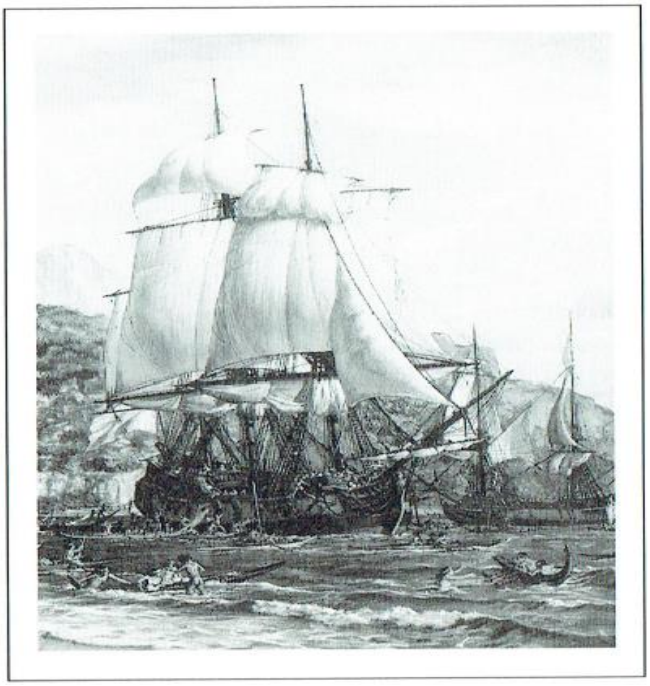
A WALK THROUGH THE GARDENS OF PARADISE

THE VOYAGES OF THE FRENCH

'As we walked over the grass, dotted here and there with fine fruit trees and intersected by little streams, I thought I had been transported to paradise. Everywhere we went, we found hospitality, peace, innocent joy and every appearance of happiness'.
Louis Antoine de Bougainville

It has often been said that the French explorers of the Pacific got it all wrong: that they endowed the Polynesians not with the virtues they had, but with the virtues they thought, as Noble Savages, they *ought* to have. This criticism is most frequently levelled at the gifted and likeable Louis de Bougainville and his highly intelligent but highly-strung naturalist, Philibert Commerson.

Source: Cameron, I. 1987. Lost Paradise: The Exploration of the Pacific, pg. 146.



Louis Antoine de Bougainville (1729-1811), who loved and was loved by the Tahitians and whose glowing reports on the island gave credence to the myth of the Noble Savage, and his ship La Bordeuse, by Gustave Alaux.

Assessor's use only

Unistructural	i	**Multi**	ii	**Relational**	iii	**Extended Abstract**	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

QUESTION 3 – LEADERSHIP: King Taufa'ahau Tupou IV, 1918-2006

PART A: RESOURCE INTERPRETATION

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

Resource A

"STREET SCENE MAIN THOROUGHFARE NUKU'ALOFA TONGA"

".....must rank as one of the most extraordinary achievements by the Crown Prince"

1. State the full name of the Crown Prince.

_____

Skill level 1	
1	
0	
NR	

2. State the year in which the Nuku'alofa town was built.

_____

Skill level 1	
1	
0	
NR	

3. Discuss the significance of the Nuku'alofa town in relation to the "**extraordinary achievements**" by the Crown Prince.

Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

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

Resource B

Introduction

It is difficult to understand the Constitution without first knowing something of its history. It was through battles such as those of Velata, Pea and Ngele'ia which enabled His Majesty King George Tāufa'āhau Tupou I to achieve supremacy and the rank of King of all Tonga. The foundation stone of the kingdom was the granting of Emancipation in 1862. It is the Constitution which establishes the form of the State and regulates the land tenure but its primary objective is to bring together the King, Chiefs and People in administering all State affairs and to preserve Freedom.

In other countries emancipation was won by popular movements or parliaments, as for example, in Britain. But here in Tonga it was simply granted by Tupou I and it is still the King's duty to protect the people and their freedom.

Its seems that one reason why nobles were appointed was that the consultative council before the Constitution consisted entirely of chiefs. Though, of course, some of the chiefs were included because they were formerly opposed to emancipation. The inclusion of all these chiefs in the Constitution was to encourage them to support it and help protect it should civil disruption occur in the future.

The Constitution has often been amended and will be amended again. However the laws and the state established by the Constitution have extended the devotion of King George Tāufa'āhau Tupou I to many generations of Tongan men, women and children right up to the present day.

TĀUFA'ĀHAU TUPOU IV

The Palace,
Nuku'alofa,
October, 1975.

Source : Latukefu, S.1975. The Tongan Constitution: A brief history to celebrate its Centenary, Tonga Traditions Committee Publication, xiii.

1. Identify the main purpose of the constitution.

Skill level 1	
1	
0	
NR	

2. State the unique feature of the Emancipation for Tonga.

Skill level 1	
1	
0	
NR	

3. Give the major reason for the placing of chiefs in the Constitution.

Skill level 1	
1	
0	
NR	

4. Describe **ONE** (1) aspect of the **introduction** in **Resource B** that reflects Taufa'ahau Tupou IV's reign.

Skill level 2	
2	
1	
0	
NR	

PART C: 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:

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* present a sustained, logical and cohesive response

Writing a History Essay

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i.	1	Identify correct/full name of leader/s/key figure/s/ nation/s/ date/s relevant to task						
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ESSAY TOPIC:

- Discuss the link between the **THREE** (3) ancient lines of kings on the parentage of King Taufa'ahau Tupou IV.
- Evaluate the significance of this link to the leadership of King Taufa'ahau Tupou IV.

Resource C

Assessor's use only

Unistructural	i	**Multi**	ii	**Relational**	iii	**Extended Abstract**	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

QUESTION 4 – RELIGION AND BELIEFS: The Christian Missions in Tonga

PART A: TEXT COMPREHENSION

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

Resource A

Prior to European contact, before iron and other **exotics** became available for trading purposes, the principal items used by Tongans in **bartering** with Fijians were *ngatu*, mats for sale, coconut-fibre cordage, and the stings from stingray fish for use on spears. However, for Fijian chiefs, the most valuable trade items Tongans could offer were whale teeth. Here it is worth noting that the Fijian red feathers were of sufficient value to the Tongans…

Source: Ferdon, E. 1987. Early Tonga: As the Explorers saw it, 1616-1810 pg. 234.

1. Give **ONE** (1) example of "exotics" that was introduced for trading in Tonga.

_____

Skill level 1	
1	
0	
NR	

2. Define the term "bartering" as related to the kind of trade that was done in Tonga.

_____

_____

Skill level 1	
1	
0	
NR	

3. Discuss the nature of trade in Tonga before the arrival of Christianity.

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Source : Crocombe, R.1976. The Pacific Way: An Emerging Identity, Lotu Pasifika Productions, pg.23.

1. Identify the type of activity shown in **Resource B**.

_____

_____

Skill level 1	
1	
0	
NR	

2. State the significance of this activity in the Tonga tradition.

_____

_____

Skill level 1	
1	
0	
NR	

3. Identify **ONE** (1) feature of the Tongan traditional economy from **Resource B.**

_____

_____

Skill level 1	
1	
0	
NR	

4. Describe the nature of the activity shown in **Resource B** on Tonga's economy in terms of wealth.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART C: SHORT ESSAY

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iv	4	Analyze and interpret resources showing cohesion in the development of historical ideas and information						

ESSAY TOPIC:

- Discuss **ONE** religious practice in the Ancient Tonga Society.
- Assess the outcome of this practice with the coming of Christianity.

Resource C

I called upon the king that day and I found him busy writing. This was a new employment for His Majesty, but he wished to be able to copy Scriptures and other things for his own use.

In looking to the side of the house, I noticed five wooden images suspended by their necks, side by side. I asked the king if he had been hanging the gods and he replied, yes, he had hung them up so that his friends could see that they were dead. He had some thoughts, he said, of taking them to the large house where divine service was performed. I informed him that it might be well to do so, and pile them on a heap there as vanquished false gods

The subject on the following Sabbath was the Great Commandment, Matthew 22.34, in the morning, and the brazen serpent in the wilderness in the afternoon, from Numbers 21. 4-9. The king was away at the outer islands attending to turtle fishing for the feast. He was supplied with a new book before he set off, but he sent for a sermon to read also, as he would not be able to return for some days. Previous to his setting off for the island the king sent for the turtle net from the heathen friends who had it in charge. They, of course, could not refuse the net to their king, but they laughed contemptuously at the idea that he who had cast off the gods would be able to catch turtles, for they considered that it was the gods who caused the turtles to come into the nets. However, to their surprise, it was soon known that the king and his *lotu* friends had been successful, and that many turtles had been netted, one of which was about 200 pounds in weight. This was sent to the missionary as a present. In the afternoon of this day, the 18th of June, the canoes sent to Tongatapu returned safe, bringing from our brethren there letters which made our hearts rejoice. The Lord was carrying on his work in Tongatapu, and we blessed his holy name for it…

The king returned on the Saturday evening ready for the Sabbath, greatly pleased with his book and with the great success they had at turtle fishing. There never was anything equal to it before, and we had no doubt but that the heathen would see that not the Tongan gods but Jehovah was Lord of the sea, as well as of the dry land.

Source: Statham, N. 2013. A History of Tonga As recorded by Rev. John Thomas, Bible Society in Korea. Pg. 192

Assessor's use only

Unistructural	i	**Multi**	ii	**Relational**	iii	**Extended Abstract**	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

QUESTION 5 – GOVERNMENT AND GOVERNANCE: Modern Government in the USA.

PART A: TEXT COMPREHENSION

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

Resource A

The Declaration of Independence was written by Thomas Jefferson in 1776. It proclaims the United States to be a free and independent country, with all the power, rights, and **privileges** that such a nation should enjoy. It also declares the right of all people to "life, liberty, and the pursuit of happiness" and encourages them to form governments to safeguard those rights.
The Constitution of the United States was written in 1787. It defines the structure of the national government and describes the functions of the three branches of government. The Constitution protects the civil liberties and rights of every American citizen.

Source: Patrick, J. & Berkin, C. 1987. History of the American Nation, Macmillan Publishing Company, Pg. 192.

1. Identify whether **Resource A** is a Primary or Secondary source.

Skill level 1	
1	
0	
NR	

2. Identify the purpose of the information given in **Resource A.**

Skill level 1	
1	
0	
NR	

3. Define the term "privileges" as used in the Declaration of Independence.

Skill level 1	
1	
0	
NR	

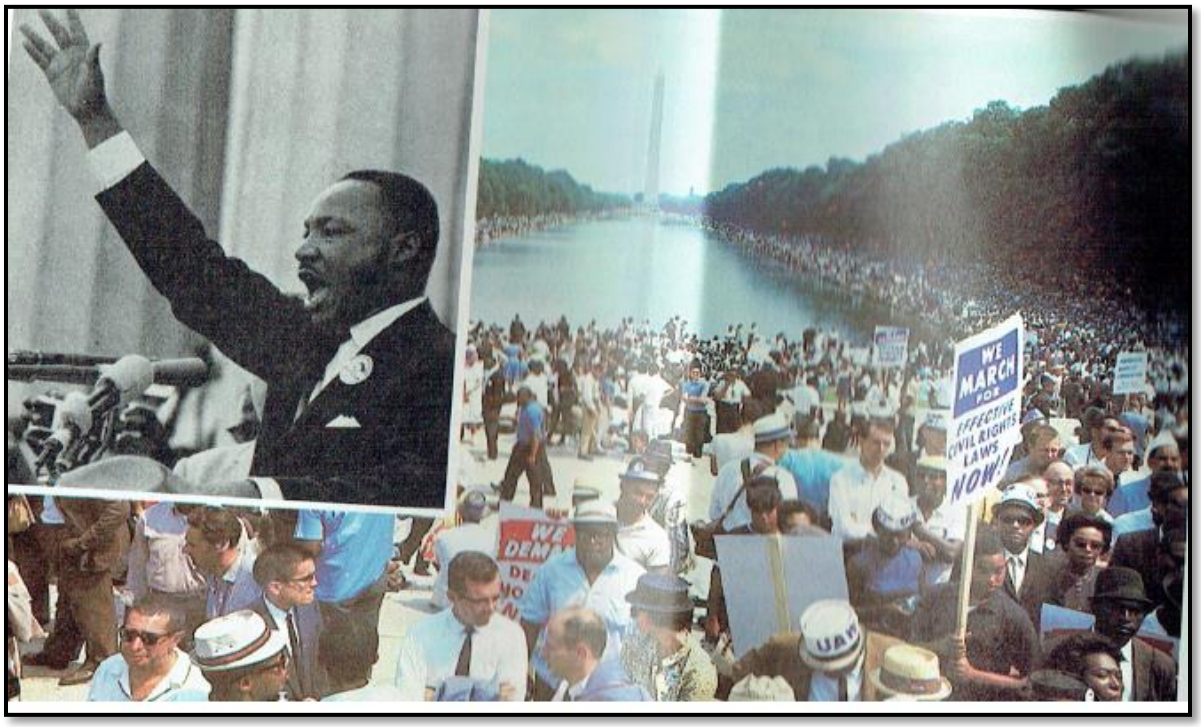
4. Describe the significance of the Constitution of the United States on the role of the government.

Skill level 2	
2	
1	
0	
NR	

Part B: RESOURCE INTERPRETATION

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

Resource B



Dr. Martin Luther King, Jr's, "I have a Dream" speech was the high point of the 1963 March on Washington. Millions of Americans who heard the speech were moved by it.

1. Identify the situation shown in **Resource B**.

Skill level 1	
1	
0	
NR	

_____

_____

2. Give the significance of the activity shown in **Resource B.**

Skill level 1	
1	
0	
NR	

_____

_____

3. Explain how the situation in **Resource B** can be linked to the practice of good governance in the USA.

Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY

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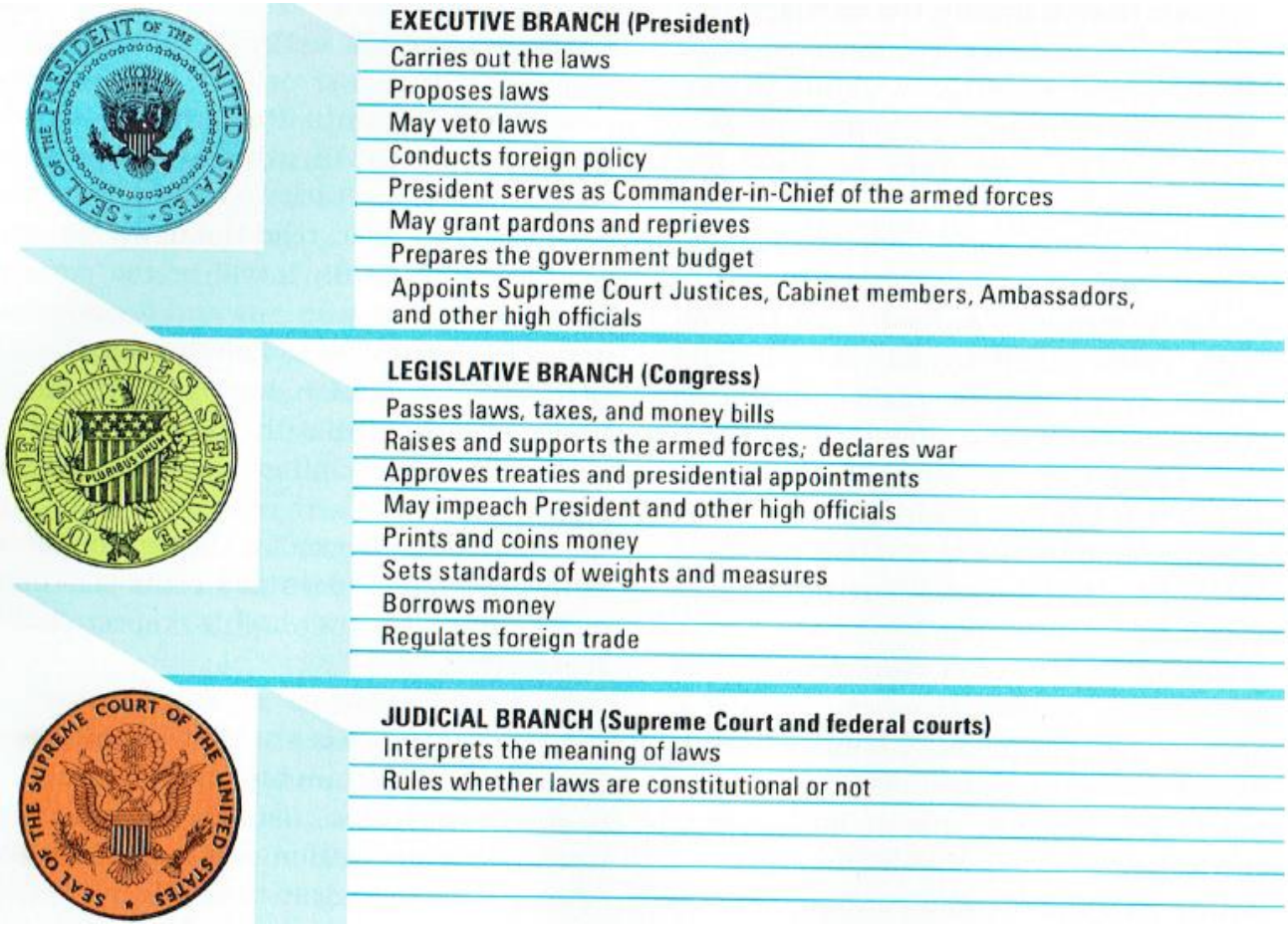
iv	4	Analyze and interpret resources showing cohesion in the development of historical ideas and information						

ESSAY TOPIC:

- Discuss the type of government in the USA.
- Evaluate the different perspectives about this type of government.

Resource C



EXECUTIVE BRANCH (President)

- Carries out the laws
- Proposes laws
- May veto laws
- Conducts foreign policy
- President serves as Commander-in-Chief of the armed forces
- May grant pardons and reprieves
- Prepares the government budget
- Appoints Supreme Court Justices, Cabinet members, Ambassadors, and other high officials

LEGISLATIVE BRANCH (Congress)

- Passes laws, taxes, and money bills
- Raises and supports the armed forces; declares war
- Approves treaties and presidential appointments
- May impeach President and other high officials
- Prints and coins money
- Sets standards of weights and measures
- Borrows money
- Regulates foreign trade

JUDICIAL BRANCH (Supreme Court and federal courts)

- Interprets the meaning of laws
- Rules whether laws are constitutional or not

Source : Patrick, J & Berkin, C. 1987. Theory of the American Nation, Mcmillan Publishing Company, pg.200.

Assessor's use only

Unistructural	i	**Multi**	ii	**Relational**	iii	**Extended Abstract**	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

QUESTION 6 – COLONIALISM, IMPERIALISM AND CAPITALISM: The Major Colonial Powers in the Pacific 1870-1970s.

PART A: TEXT COMPREHENSION

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

Resource A

Annexing Hawaii: The Real Story

1998 marks the 100th anniversary of the annexation of the Hawai'ian Islands by the United States. The centennial celebrations should not overlook the true nature of the acquisition or the annexation's effect on the peoples **indigenous** to the Hawaiian islands. The true story behind the annexation of the islands reflects the imperialist nature of the U.S. government at the turn of the previous century and exemplifies the effect of imperialism on indigenous peoples all over the world.

Source: https://www.culturalsurvival.org/publications/cultural-survival-quarterly/annexing-hawaii-real-story

1. State the year in which Hawaii was annexed by the United States.

_____

Skill level 1	
1	
0	
NR	

2. Define the term, "indigenous".

_____

_____

Skill level 1	
1	
0	
NR	

3. Discuss **ONE** (1) effect of the U.S. annexation on the peoples indigenous to the Hawaiian Islands.

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

Resource B

Government House, Suva (now the Presidential Palace), photographed in 1978. It was built between 1926 and 1928.

1. Identify the Colonial power responsible for **Resource B.**

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Skill level 1	
1	
0	
NR	

2. Identify **ONE** (1) example of Colonial influence evident in **Resource B.**

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Skill level 1	
1	
0	
NR	

3. State the purpose of a "Government House" as given in **Resource B**.

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Skill level 1	
1	
0	
NR	

4. Describe the nature of Colonial rule as portrayed in **Resource B.**

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Skill level 2	
2	
1	
0	
NR	

PART C: 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

Writing a History Essay

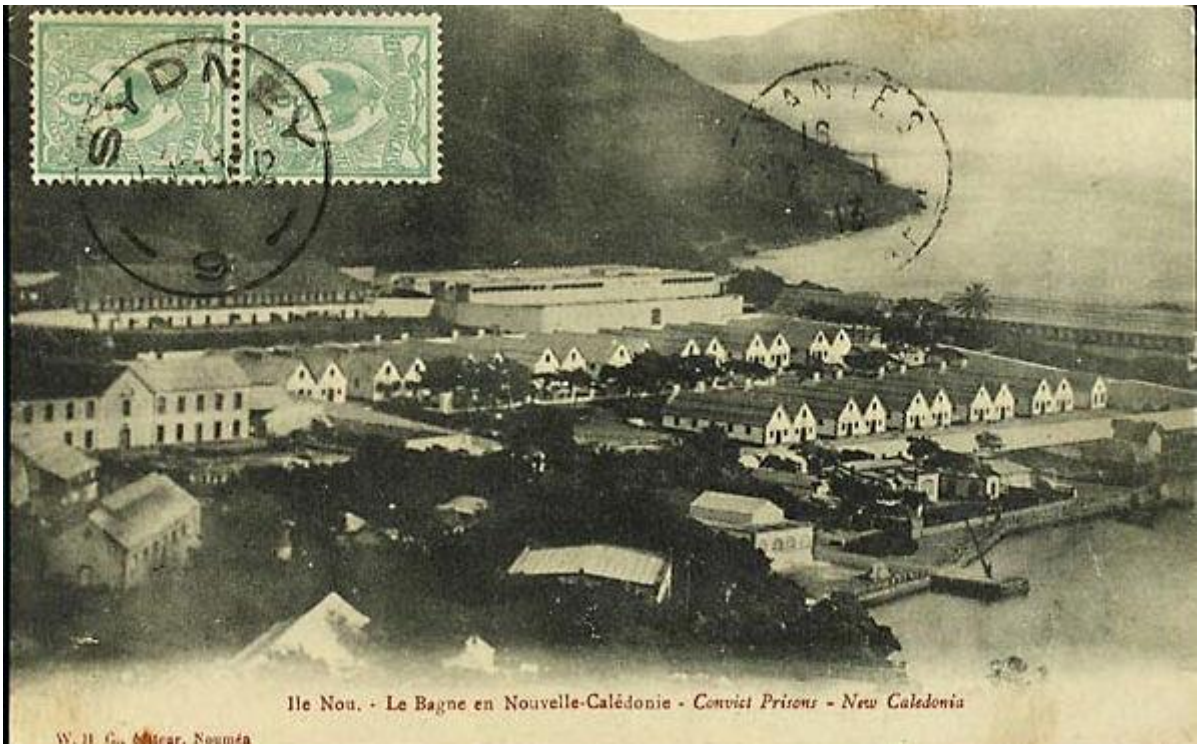
Your essay will be assessed using this Assessment Schedule.

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

ESSAY TOPIC:

- Discuss **ONE** (1) nature of French rule in New Caledonia as a Colonial power.
- Evaluate the effect of such French influence on the people and nation.

Resource C



Assessor's use only

Unistructural	i	**Multi**	ii	**Relational**	iii	**Extended Abstract**	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	