MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2018

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 TWO – SIX.

QUESTIONS	TOPICS	TOTAL SKILL LEVEL
	COMPULSORY	
ONE	COOPERATION AND CONFLICTS: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990S.	30
	OPTIONAL Tick ✓ the TWO (2) options of the Questions you are answering.	
☐**TWO**	MIGRATION AND EXPLORATION:NAVIGATING AND MAPPING OF THE PACIFIC	20
☐**THREE**	LEADERSHIP: KING TAUFA'AHAU TUPOU IV, 1918-2006	20
☐**FOUR**	RELIGION AND BELIEFS: THE CHRISTIAN MISSIONS IN TONGA.	20
☐**FIVE**	GOVERNMENT AND GOVERNANCE: MODERN GOVERNMENT IN THE USA.	20
☐**SIX**	COLONIALISM, IMPERIALISM AND CAPITALISM : THE MAJOR COLONIAL POWERS IN THE PACIFIC 1870-1970S	20
	TOTAL	**70**

2. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
3. If you need more spaces for answers, ask the supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
4. Check that this booklet contains pages 2-51 in the correct order and that pages 49-51 has been deliberately left blank

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

COMPULSORY: YOU MUST ANSWER QUESTION 1

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

PART A: CARTOON INTERPRETATION

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

Resource A

Source: ***www.alamy.com***

Skill level 1	
1	
0	
NR	

1. Identify the man that is depicted in the cartoon.

_____

Skill level 1	
1	
0	
NR	

2. Identify the new American Foreign Policy written on the log.

_____

3. Explain the purpose of the economic aid donated to Greece and Turkey.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B

Source: ***www.google.com***

1. State what the NATO stands for.

_____

Skill level 1	
1	
0	
NR	

2. Identify the purpose for the establishment of the NATO.

_____

Skill level 1	
1	
0	
NR	

3. Explain how the establishment of the NATO is related to the shaping of the post-war world.

_____

_____

_____

_____

_____

_____

_____

_____

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

Source: ***www.google.com***

1. Describe the U2 incident.

_____
_____
_____
_____
_____

Skill level 2	
2	
1	
0	
NR	

2. Explain the purpose/objective for the establishment of superpower spying organizations.

_____
_____
_____
_____
_____
_____
_____

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:

- **Describe** the events leading/related to the causes of the Cuban Missile Crisis.
- **Evaluate** how the Cuban crisis came close to a world nuclear war and its effects on international relations.

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 TWO – SIX.

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

☐ **QUESTION TWO: MIGRATION AND EXPLORATON:** Navigating and Mapping of the Pacific

PART A: TEXT COMPREHENSION

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

Resource A

European Exploration of the Pacific, 1600–1800

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) as well as 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: ***www.metmuseum.org***

1. According to **Resource A**, describe the perspectives of the Europeans about the Pacific.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

2. Discuss an event related to the European's view of the Pacific region.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

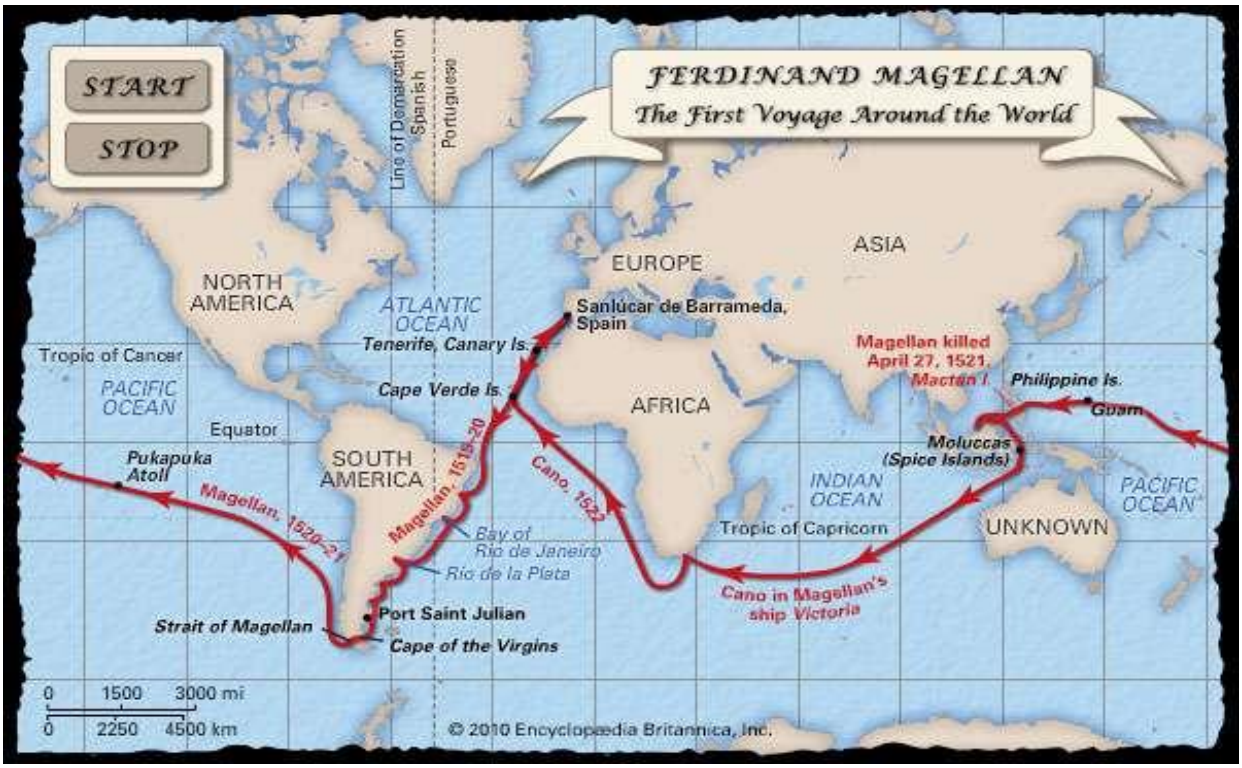
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: MAP INTERPRETATION

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

Resource B



Source: ***www.google.com***

1. State the explorer that is shown in **Resource B.**

_____

Skill level 1	
1	
0	
NR	

2. Identify the country from which this explorer is from.

_____

Skill level 1	
1	
0	
NR	

3. Identify the name given by this explorer to the largest body of water in the world.

_____

Skill level 1	
1	
0	
NR	

4. State **ONE** (1) historical source of information that informs us about the European views of the ocean and islands in the Pacific.

Skill level 1	
1	
0	
NR	

_____

_____

5. State the purpose of the historical source of information that you mentioned in Question 4.

Skill level 1	
1	
0	
NR	

_____

_____

PART C: 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

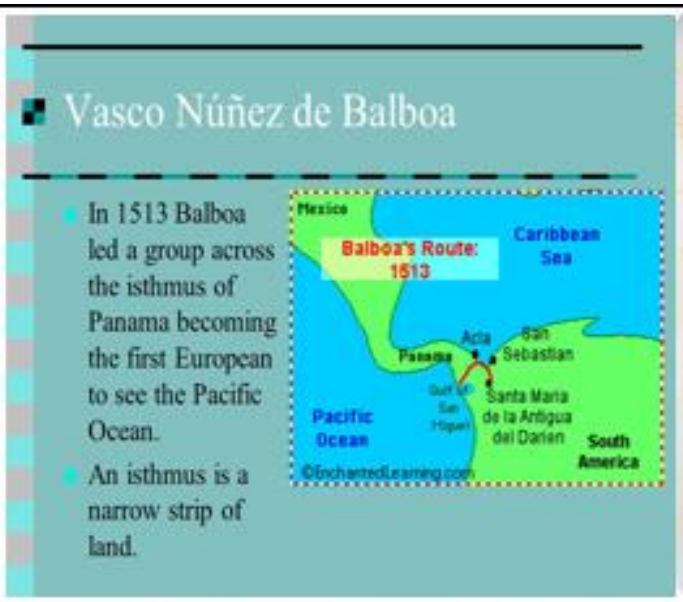
Your essay will be assessed using this Assessment Schedule.

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

ESSAY TOPIC:

Choose any **ONE** (1) of the European explorers and;

- **Describe** his aims/reasons for his exploration.
- **Evaluate** the results of your chosen explorer's exploration.



Malte-Brun proposed the name "Oceanic" for the whole of de Brosses's Australasia + Polynesia

Map by Adrian Hubert Brue, 1786- 1832

Assessor's use only

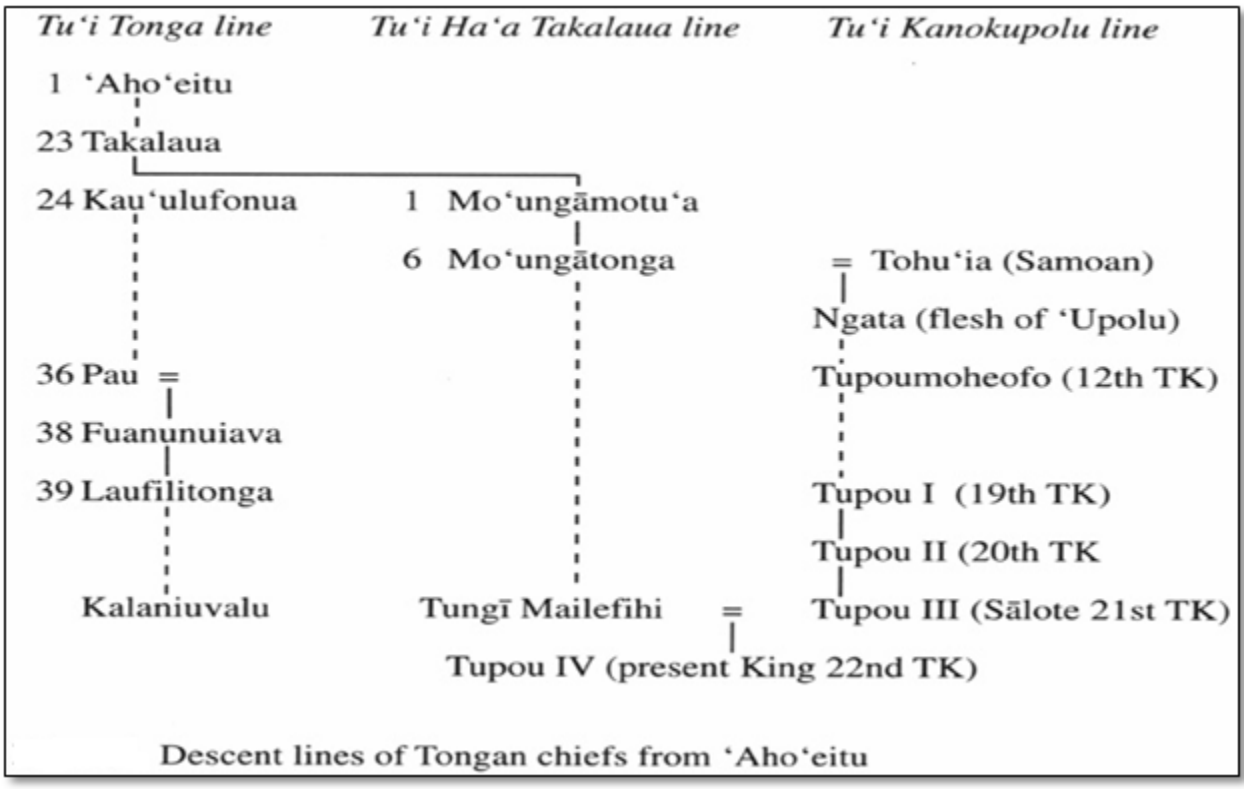
Unistructural	i	Multi	ii	Relational	iii	Extended Abstract	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

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

PART A: RESOURCE INTERPRETATION

Use **Resource A1** and **Resource A2** below and your own knowledge to answer the questions that follow.

Resource A1



Source: Journal of the Polynesian Society

1. Describe the links between Tupou IV and the ancient 3 lines of kings of Tonga.

_____

_____

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

Resource A2

The Pioneers of the Matriculation School that was established by his Majesty in 1947

Source: Kalonikali Tonga

Skill level 1	
1	
0	
NR	

1. Name the prestigious school that **Resource A2** is talking about.

   _____

2. State the official responsibility that His Majesty held when he established this school.

   _____

   _____

   _____

Skill level 1	
1	
0	
NR	

3. Identify any significant work done by any one of the pioneers.

   Name of the Pioneer: _____

   Significant work done _____

Skill level 1	
1	
0	
NR	

PART B: TEXT COMPREHENSION

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

Resource B

"... Tongan government gradually diversified its international relation. Diplomatic relations were established with Japan in 1970, and the King undertook many international missions himself usually in order to seek foreign assistance or investment.... In 1972 Tonga joined the Asian Development Bank and in 1975 signed the Lome Convention whereby Tonga became an associate member of the European Economic Community now known as EU. These two steps were of great importance: through the Asian Development Bank Tonga had access to advice of economic and social development and to loan at a very low interest rate..."

Source: Campbell, I.C, Island Kingdom, p.212

1. Identify the international organization that Tonga had relations with according to **Resource B.**

_____

_____

Skill level 1	
1	
0	
NR	

2. State **ONE** (1) reason why His Majesty undertook international missions.

_____

_____

_____

Skill level 1	
1	
0	
NR	

3. Discuss the benefits Tonga gained from these international and regional organization.

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART C: 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 historical event/s/crises/ leaders/ nations/ date terms/concepts/ policy/ies/treat/ies						
ii	2	Describe event/s, crises clearly in response to the task						
iii	3	Discuss the chosen content (historical ideas and issues) in an effective structure						
iv	4	Evaluate historical knowledge and develop understanding of given task/ Analyze and interpret resources showing cohesion in the development of historical ideas and information.						

ESSAY TOPIC:

- **Describe ONE** major achievement of Tupou IV in Tonga as a leader in terms of
    a. Social development
    b. Economic Development
- **Evaluate** the effects of the development to Tonga as a whole.

Queen Salote Wharf

Effects

- Widen international relations with the world
- Promoted the coming of cruise ships and other deep sea freighters which contributed much revenue to government and the local people
- Distribute information and news around Tonga
- Allow the people of Tonga to connect with families overseas

CABLE & WIRELESS

Tonga High Commission office in London

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 FOUR: RELIGION AND BELIEFS: The Christian Missions in Tonga

PART A: TEXT COMPREHENSION

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

Resource A

"..Duff reached Tongatapu on 10th April, 1797. They were promised land and protection by Mumui and Tuku'aho. It was soon evident that the Tongans wanted the missionaries numerous tools and other articles of iron, not the Gospel and that the system of sending artisan-missionaries was most unfortunate... Months passed away, and with their language difficulties almost as formidable as at the outset they were unable to hold worship with the natives.."

Source: Wood, A.H, History and Geography of Tonga, p.27

1. According to **Resource A**, **name** the first group of missionaries that came to Tonga in 1797.

_____

_____

Skill level 1	
1	
0	
NR	

2. Identify what attracted the people to join the missionaries according to **Resource A**?

_____

_____

Skill level 1	
1	
0	
NR	

3. Discuss the challenges faced by the early Christian missions in Tonga.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

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

Resource B

"…… During the 1840s, the market for oils of all kinds in Europe and America expanded, and this created an opportunity for coconut oil exports to be developed in the Pacific Islands. The missions were amongst the first to seize the opportunity, because hitherto there was little scope for local donations towards their expenses. The Wesleyan missions therefore asked the people to support it by donating coconut oil that it could sell….. Coconut oil opened an opportunity for the whole population not just the missions…."

Source: Campbell, I.C.2001. Island Kingdom, pg.123.

1. Identify the economic opportunity that was seized by the missionaries which later helped the people of Tonga.

_____

Skill level 1	
1	
0	
NR	

2. State how the people contributed to the Wesleyan missions.

_____

Skill level 1	
1	
0	
NR	

3. Name the **TWO** (2) regions that needed coconut oil

_____

_____

Skill level 1	
1	
0	
NR	

4. Describe the nature of Christian missions in Tonga according to **Resource B**.

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

PART C: 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

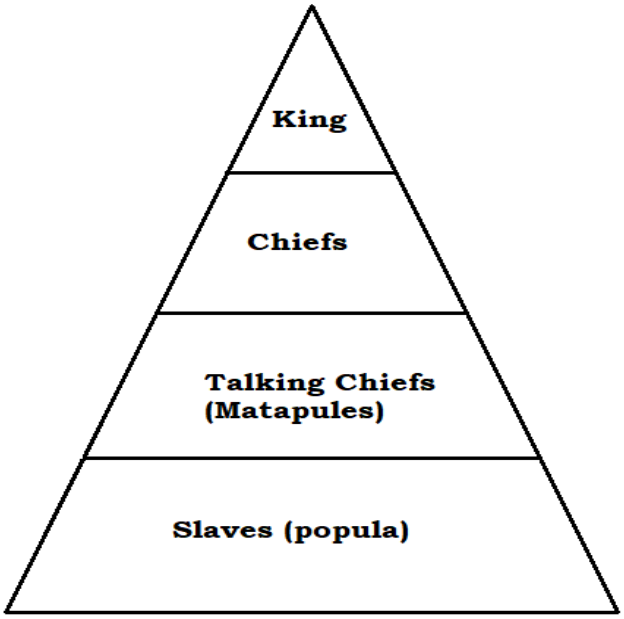
Writing a History Essay

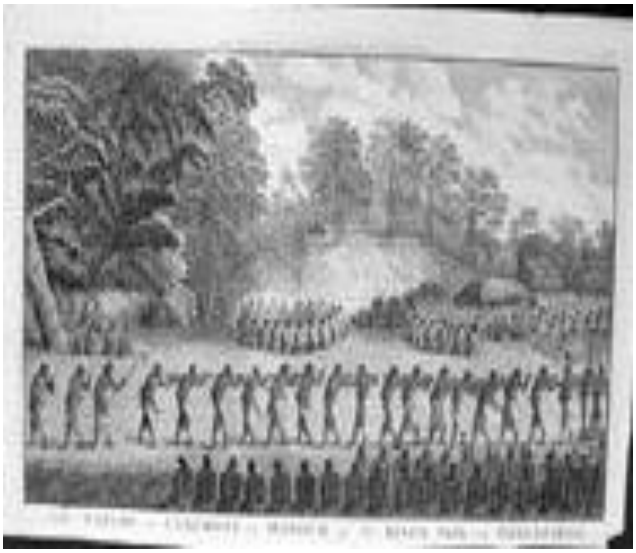
Your essay will be assessed using this Assessment Schedule.

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

ESSAY TOPIC:

- **Describe** the key features of the ancient Tongan society in terms of:
    a. Roles
    b. Hierarchical System
- **Evaluate** the relationship between the above features of the ancient Tongan society with traditional religious beliefs and practices.





"..so it was that natural disaster, disease, death and famine were attributed to the anger of the gods or the displeasure of the spirits of dead relatives..

Sacred houses were built in sacred places, mostly the burial places of the chiefly ancestors, where offerings and prayers were made to the gods through the medium of the priests.."

***Source**: Latukefu, S, Church and State, p.8*

Assessor's use only

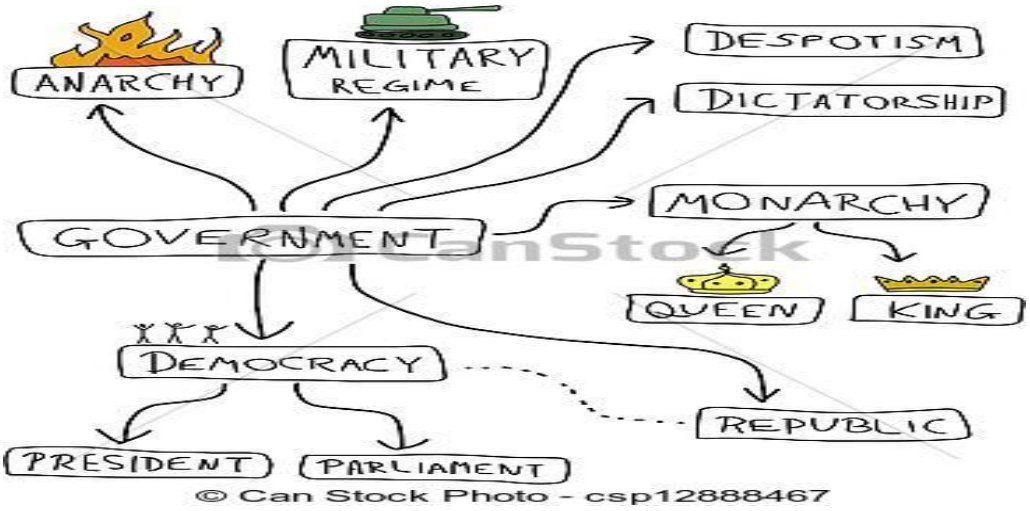
Unistructural	i	Multi	ii	Relational	iii	Extended Abstract	iv
1		2		3		4	
0		1		2		3	
NR		0		1		2	
		NR		0		1	
				NR		0	
						NR	

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

PART A: RESOURCE INTERPRETATION

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

Resource A



Source: www.slideshare.com

1. Name the type of government in the USA.

_____

Skill level 1	
1	
0	
NR	

2. Describe the type of government named.

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. Identify whether **Resource A** is a primary or secondary source.

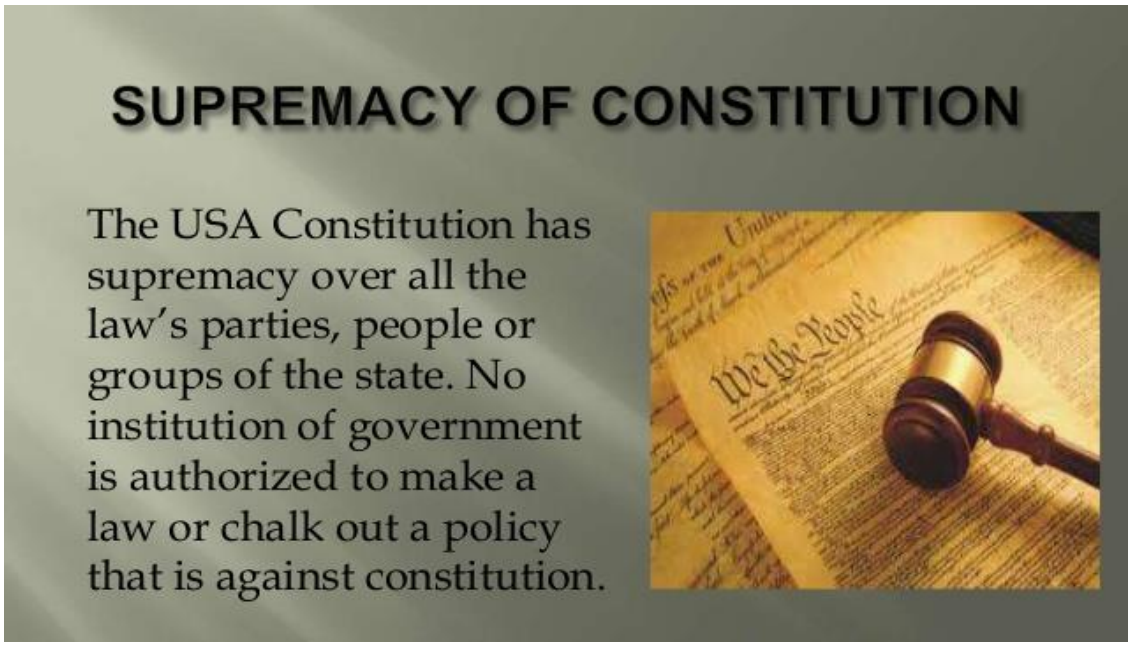
_____

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

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

Resource B



Source: www.slideshare.com

1. Name a significant primary source of information for good governance mentioned in **Resource B**.

_____

_____

Skill level 1	
1	
0	
NR	

2. Identify the purpose of the primary source mentioned.

_____

_____

Skill level 1	
1	
0	
NR	

3. Identify **ONE** (1) feature of a democratic government that is mentioned in the document in **Resource B.**

_____

_____

Skill level 1	
1	
0	
NR	

4. Explain how the **Resource B** relates to the function of the US government.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

PART C: 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

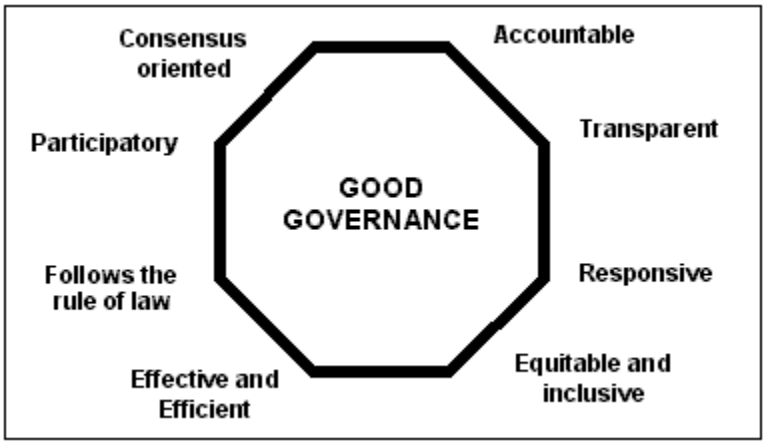
Writing a History Essay

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

ESSAY TOPIC:

- **Describe** the history of good governance in the USA.
- **Evaluate** how good governance is being promoted within the US government



Improved Governance

Strengthened institutions will enable governments to more effectively address the social, economic, political, and security problems they face. The United States will focus on helping Northern Triangle countries improve revenue collection and public sector fiscal management, increase the role and impact of civil society on governance, strengthen the efficiency, accountability, and independence of judicial institutions, reinforce democratic institutions, and target corruption. The following are examples of U.S. cooperation with Guatemala, El Salvador, and Honduras to improve governance capacity:

- A variety of U.S. agencies, including the Department of Agriculture, Treasury Department, the Department of Homeland Security, the Department of State and the Department of Justice, and the Inter-American Foundation, help national and local governments improve management of the judiciary, rule of law, and public funds and to increase local resilience to issues that can contribute to migration, especially stresses on rural agriculture.

Source: ***https://hn.usembassy.gov***

Assessor's use only

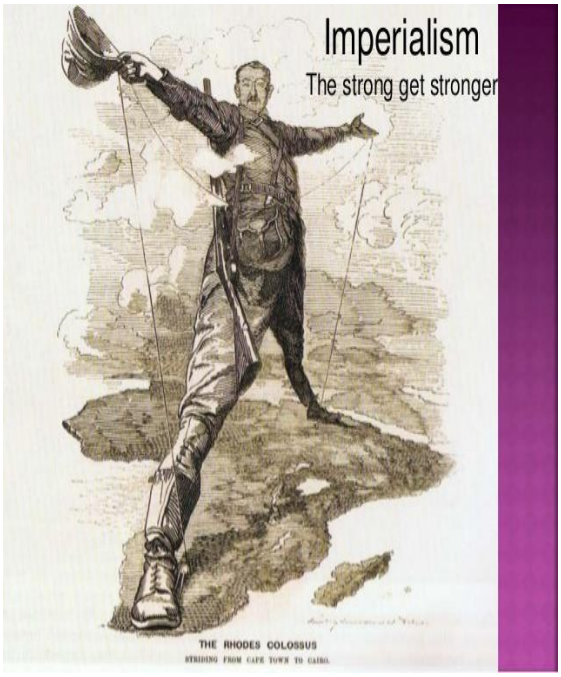
Unistructural	i	Multi	ii	Relational	iii	Extended Abstract	iv
1		**2**		**3**		**4**	
0		**1**		**2**		**3**	
NR		**0**		**1**		**2**	
		NR		**0**		**1**	
				NR		**0**	
						NR	

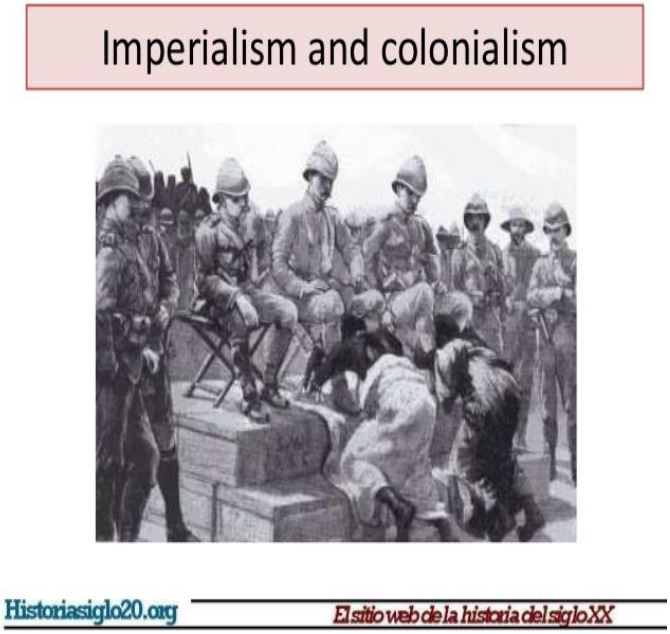
QUESTION SIX: COLONIALISM, IMPERIALISM AND CAPITALISM: The Major Colonial Powers in the Pacific 1870-1970s.

PART A: CARTOON AND RESOURCE INTERPRETATION

Choose a Case study you have studied in class and use **Resource A1** and **Resource A2** below and your own knowledge to answer the questions that follow.

Resource A1 **Resource A2**





Source: ***www.google.com***

1. Define 'Imperialism'.

_____

_____

Skill level 1	
1	
0	
NR	

2. Describe the form of rule of your chosen case study.

_____

_____

_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

3. Identify key figures related to the influences of your chosen case study.

Skill level 1	
1	
0	
NR	

_____

_____

4. State to whom does the quote **"The strong get stronger"**, refer to.

Skill level 1	
1	
0	
NR	

_____

_____

PART B: RESOURCE INTERPRETATION

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

Resource B

1. Discuss **ONE** (1) advantage of the coming of your chosen Imperial Power on its colony.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill level 3	
3	
2	
1	
0	
NR	

2. State the year in which your chosen case-study was annexed.

Skill level 1	
1	
0	
NR	

_____

3. State the year in which your chosen case study got its independence.

Skill level 1	
1	
0	
NR	

_____

PART C: 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 historical event/s/crises/ terms/concepts/policy/ies/treat/ies/ Identify correct/full name of leader/s/key figure/s/ nation/s/ date/s relevant to task						
ii	2	Describe event/s, crises clearly in response to the task						
iii	3	Discuss the chosen content (historical ideas and issues) in an effective structure						
iv	4	Evaluate historical knowledge and develop understanding of given task/ Analyze and interpret resources showing cohesion in the development of historical ideas and information.						

ESSAY TOPIC:

Use a <u>case-study</u> you have studied in class to

- **Describe** the influences of your chosen Imperial Power on the colony's
    a. Society
    b. Economy
    c. Politics
- **Evaluate** the reaction of the colony's to the changes brought in by the imperial Power.

In 1820 the sugar trade began to change the Hawaiian economy. Americans business owners established sugar cane plantation in Hawaii and became successful. In the mid 19th century- American

"A Kanak Without Land Does Not Exist"

When New Caledonia was annexed by France in 1853, 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. Throughout New Caledonia's history, land has been at the heart of the conflict between settlers and the indigenous Kanaks.

The first settlers arrived in Nouméa in 1855; they occupied a small area in one of the peninsulas where there was no water and no Kanaks. By the middle of the next year a few settlers, looking for better lands, ventured beyond the peninsula and encountered violent opposition from the Kanaks of that area (see Saussol 1990:38). The massacre of a few settlers led to a series of reprisals aimed at pacifying the area: villages were burned, crops were destroyed, and lands were confiscated and redistributed to colonists.

Source: www.culturalsurvival.org

https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj_p-_JyfnaAhVFmJQKHScEAx0QjB16BAgBEAQ&url=https%3A%2F%2Fpubliceyemaritzburg.co.za%2F44521%2Fstory-tell-indian-ancestors%2F&psig=AOvVaw36yUDrVBJKn5-z5vYNkfMH&ust=1525987544410668

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	

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