MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE
2019
HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading time

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	SKILL LEVEL
	COMPULSORY	
ONE	1. COOPERATION AND CONFLICTS: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990S.	26
	OPTIONAL Tick ✓ the TWO (2) options of the Questions you are answering.	
☐**TWO**	MIGRATION AND EXPLORATION:NAVIGATING AND MAPPING OF THE PACIFIC	22
☐**THREE**	LEADERSHIP: KING TAUFA'AHAU TUPOU IV, 1918-2006	22
☐**FOUR**	RELIGION AND BELIEFS: THE CHRISTIAN MISSIONS IN TONGA.	22
☐**FIVE**	GOVERNMENT AND GOVERNANCE: MODERN GOVERNMENT IN THE USA.	22
☐**SIX**	COLONIALISM, IMPERIALISM AND CAPITALISM : THE MAJOR COLONIAL POWERS IN THE PACIFIC 1870-1970S	22
	TOTAL	**70**

3. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
4. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
5. 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.
6. Check that this booklet contains pages 2-59 in the correct order and that page 59 has been deliberately left blank.

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

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

PART A: CARTOON INTERPRETATION

Use **Resource A** below to answer questions 1 – 3.

Resource A

Source A. Dieu Le Veut (2016, Nov 26). Retrieved from https://anniedieuleveut.com

1. Name **ONE** (1) of the characters depicted in the cartoon.

_____

Skill level 1	
1	
0	
NR	

2. State the significant historical event shown in the cartoon.

_____

Skill level 1	
1	
0	
NR	

3. Explain how the significant historical event was resolved at the time.

_____

_____

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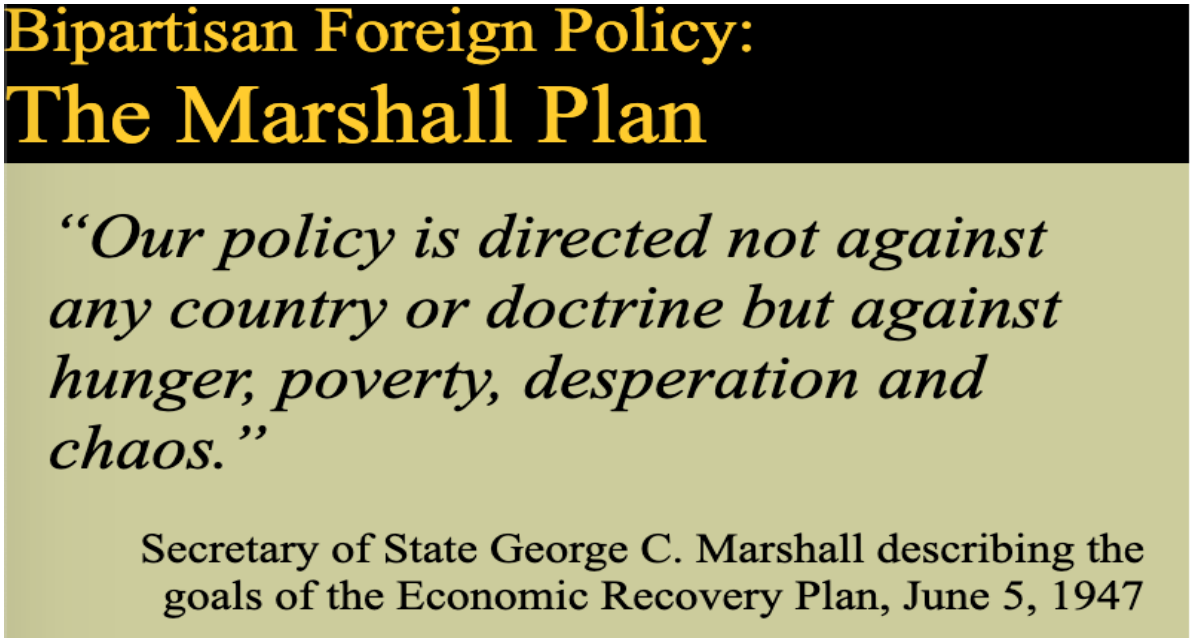
_____

Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

Use **Resource B** below to answer questions 4 – 8.

Resource B



US National Archives and Records Administration website. Retrieved from https://www.archives.gov

4. Define the term "foreign policy".

Skill level 1	
1	
0	
NR	

_____

5. Identify the country that proposed the "Marshall Plan" foreign policy.

Skill level 1	
1	
0	
NR	

_____

6. Describe the reason for the establishment of the "Marshall Plan" foreign policy.

Skill level 2	
2	
1	
0	
NR	

_____

_____

7. Explain the consequence of the “Marshall Plan” on the international relations with European nations.

_____
_____
_____
_____
_____
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Skill level 3	
3	
2	
1	
0	
NR	

8. Explain the link between the “Truman Doctrine” and the “Marshall Plan .

_____
_____
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Skill level 3	
3	
2	
1	
0	
NR	

PART C: RESOURCE INTERPRETATION

Use **Resource C** and **D** below to answer questions 9 – 11.

Resource C

Source C. Retrieved from https://www.scoopnest.com

Resource D

Source D. Retrieved from https://www.nato.int

9. NATO stands for the "North Atlantic Treaty Organization". Identify the number of nations that first agreed and signed NATO's establishment in 1949.

Skill level 1	
1	
0	
NR	

_____

_____

10. Name the Minister of Foreign Affairs from France who signed the NATO agreement. (refer to **Resource D**)

Skill level 1	
1	
0	
NR	

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11. Explain the reason NATO was established and why this was significant for the US and the European countries involved at the time.

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_____

Skill level 3	
3	
2	
1	
0	
NR	

PART D: SHORT ESSAY

Writing a History Essay

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i.	2	Describe the events that led to the Vietnam War in 1955.						
ii.	4	Discuss the conflict between the US and Vietnam and explain its impact on the international relations with other nations even after the war had ended. Overall, the analysis and interpretation of the resources (sources E & F) linked to the development of appropriate historical ideas and information were logical and cohesively presented in the essay.						

ESSAY TOPIC:

Cooperation and conflict are key ideas that have shaped international relations and the search for security in the nuclear age between 1945-1990s. Use evidence from the sources provided and your own understanding to answer the essay question.

Write a 300-450 word essay.

Discuss the conflict between the US and Vietnam between 1955 and 1975.

i. **Describe** the events that led to the Vietnam War in 1955.

ii. **Discuss** the conflict between the US and Vietnam and explain its impact on the international relations with other nations even after the war had ended.

THE WORLD'S GREATEST NEWSPAPER

MONDAY, MARCH 8, 1965

MARINES LAND IN VIET NAM

Negroes Routed by Tear Gas

LEATHERNECKS BRAVE ROUGH SEAS TO LAND

SMASH MARCH ON CAPITAL OF ALABAMA

State Troopers Act at Selma

Reds' U.S. Embassy Splattered

NATURE NOTES

SHOOT BACK IF FIRED UPON, TROOPS TOLD

Illinoisan Is First U.S. Fighter to Go Ashore

24 Instalment A Kind of

Judge Plans Memo on Why He Freed 2

THE WEATHER

The Courier-Express

Vol. 96—No. 102 THE COURIER-EXPRESS, DuBois, Pa. 15801 —Serving Clearfield, Jefferson and Elk County Area— Wednesday, April 30, 1975 30 Pages 15 Cents

Saigon Government Surrenders Unconditionally

Long Vietnam War Finally Over

By GEORGE ESPER
Associated Press Writer

SAIGON (AP) — The Saigon government surrendered unconditionally today and Viet Cong and North Vietnamese troops occupied the capital. At first the South Vietnamese stood in doorways and watched the troops pour into the city, then some began cheering.

Many former government soldiers turned in their arms and tried to lose themselves amid the civilian population. But there were periodic outbursts of gunfire — some from pockets of resistance and others from celebrating Viet Cong and North Vietnamese firing into the air.

A police colonel shot himself in front of the National Assembly building after walking up to an army memorial statue and saluting. He died later in a hospital.

Some South Vietnamese pilots continued today to fly planeloads of relatives and other members of the armed forces to neighboring Thailand. Several thousand South Vietnamese fled the country by this route Tuesday.

And U.S. officials struggled with the logistics of resettling the estimated 45,000 South Vietnamese it helped evacuate from the country before the surrender. The end of official American presence in the country came late Tuesday.

People in Hanoi raced into the streets and embraced each other in "a general explosion of joy," the Yugoslav news agency Tanjug reported. Flags were raised, and the North Vietnamese capital "became the noisiest and happiest city in the world."

"At 11:30 (a.m.) on April 30, 1975, the flag of the Provisional Revolutionary Government (PRG) of the Republic of South Vietnam flattered above the palace of the puppet president and on other buildings in the city," declared Hanoi's Vietnam News Agency, in a broadcast monitored in Tokyo.

The broadcast reiterated that Saigon has been renamed Ho Chi Minh City in honor of the late North Vietnamese leader.

President Duong Van Minh announced his government's unconditional surrender in a broadcast at midmorning and ordered the South Vietnamese armed forces to turn in their arms. He was then picked up by North Vietnamese and Viet Cong troops and taken to an unknown location.

Four hours later, a jeepload of North Vietnamese soldiers brought the 51-year-old retired general back to a microphone, and he appealed again to the government forces to give up.

Mrs. Nguyen Thi Binh, the foreign minister of the PRG, said in an interview in Da Nang on Tuesday that Minh "might still have some role to play in the future of Vietnam."

Loud explosions were heard in the late afternoon in Saigon. They were reported aboard an ammunition barge burning in the Saigon River, but no damage was reported in the city except at the U.S. Embassy and other American buildings, which the Saigonese cleared out after their former occupants were evacuated.

Otherwise life returned to a semblance of normalcy. People strolled the streets and greeted the Viet Cong and North Vietnamese with smiles and handshakes. Motorbike traffic picked up. Viet Cong flags appeared on many buildings.

The Viet Cong took over the government radio station and announced that they had raised their flag over the presidential palace and occupied all strategic points in the city.

A curfew was ordered from 6 p.m. to 6 a.m. The broadcast also called on all government employes to return to work and on

Resource E. Chicago Tribune Newspaper (March 8, 1965). Retrieved from https://i.pinimg.com/originals

Resource F. Courier Express Newspaper. Retrieved from https://www.poynter.org/reporting

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 to answer questions 1 – 5.

Resource A

In 1600, however, the vast majority of the Pacific still lay unexplored.

All this began to change in the seventeenth and especially the eighteenth centuries, as explorers, merchants, and privateers from Holland, France, and England began to explore and chart the unknown expanse of the Pacific. In th early 1600s, the Dutch seized control of the Moluccas from the Portuguese. A early as 1605, a Dutch expedition was sent to explore the north coast of Australia and several others followed. Blown off course on their way to the spice islands, Dutch merchant vessels also encountered and began to chart th west coast of Australia. The Dutch exploration of the Pacific culminated in th 1642–43 voyage of Abel Tasman, who sailed south of the Australian continent and encountered Tasmania and New Zealand. He later visited islands in Tonga, Fiji, and the Bismarck Archipelago. At the close of the century, Britis navigator William Dampier in 1699–1700 explored portions of Australia, island Southeast Asia, and the Bismarck Archipelago.

Although other nations also participated, it was the British and the French who dominated Pacific exploration in the eighteenth century. Beginning in the mid-1700s, the rival nations began to send out scientific expeditions to explore and chart the islands of the Pacific. French expeditions in this period

The Metropolitan Museum [MET] website. Retrieved from https://www.metmuseum.org

Skill level 1	
1	
0	
NR	

1. Define the term 'exploration'.

_____

Skill level 1	
1	
0	
NR	

2. Define 'primary source'.

_____

Skill level 1	
1	
0	
NR	

3. Name **ONE** (1) event that influenced European explorers' views of the Pacific.

_____

4. Describe the native islanders' perceptions of European explorers.

_____

_____

_____

_____

_____

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_____

Skill level 2	
2	
1	
0	
NR	

5. Explain the significance of European contact and exploration on peoples' lives in the Pacific during the 1600s – 1800s.

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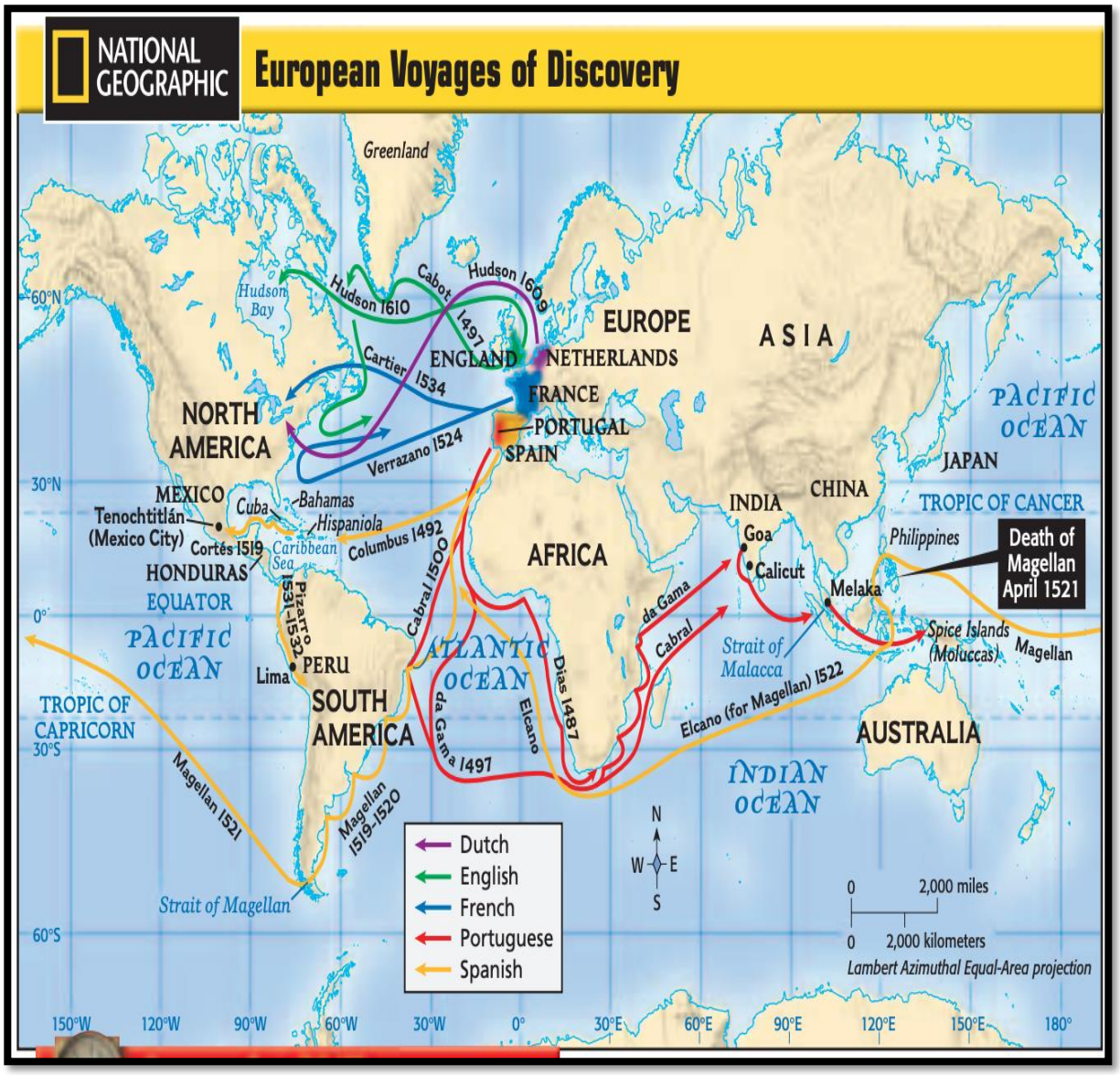
Skill level 3	
3	
2	
1	
0	
NR	

PART B: MAP INTERPRETATION

Use **Resource B** below to answer questions 6 – 9.

Resource B



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

Skill level 1	
1	
0	
NR	

6. Identify whether **Resource B** is a primary or secondary source.

_____

7. Name the Portugese explorer that sailed through the Pacific Ocean in circa (around that time) 1519.

Skill level 1	
1	
0	
NR	

_____

8. Explain the reasons for European exploration and why this was significant towards the expansion of their own nations.

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Skill level 3	
3	
2	
1	
0	
NR	

9. Use **Resource B** to explain the routes of exploration and the reason why certain continents were favoured more than others.

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_____

Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY

Writing a History Essay.

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i	2	Describe the events that led to the European explorer's arrival in the Pacific.						
ii	4	Evaluate the consequences as a result of the European explorer's contact with the people and cultures in the Pacific. Overall, the analysis and interpretation of the resources (sources C, D, E, F) linked to the development of appropriate historical ideas and information were logical and cohesively presented in the essay.						

ESSAY TOPIC:

The exploration of the Pacific by European explorers have impacted Pacific peoples' lives. Use evidence from the sources provided and your own understanding to answer the essay question.

Write a 300-450 word essay.

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

Evaluate the consequences as a result of ONE European explorer's contact with the people and cultures in the Pacific.

i. Describe the events that led to the European explorer's arrival in the Pacific.
ii. Evaluate the consequences as a result of the European explorer's contact with the people and cultures in the Pacific.

Vasco Nunez Balboa
Born in Spain in 1475, the explorer helped establish the town of Darien on the Isthmus of Panama in South America. In 1513, he led the first European expedition to the Pacific Ocean.

Resource C. ThoughtCo. website. Retrieved from

https://www.thoughtco.com

Resource D. Picture of British explorers' arrival and interaction with the natives in Tahiti. Published on the Official Website for the BBC History and World Histories magazines.

Ferdinand Magellan

After more than a month spent traversing the strait, Magellan's remaining armada emerged in November 1520 to behold the Pacific Ocean before them which Magellan named *Mar Pacifico* because of its apparent peacefulness and beauty.

Resource E. History website. Retrieved from https://www.history.com

Sir Francis Drake (c. 1542-96) Source: John Hampden, ed.

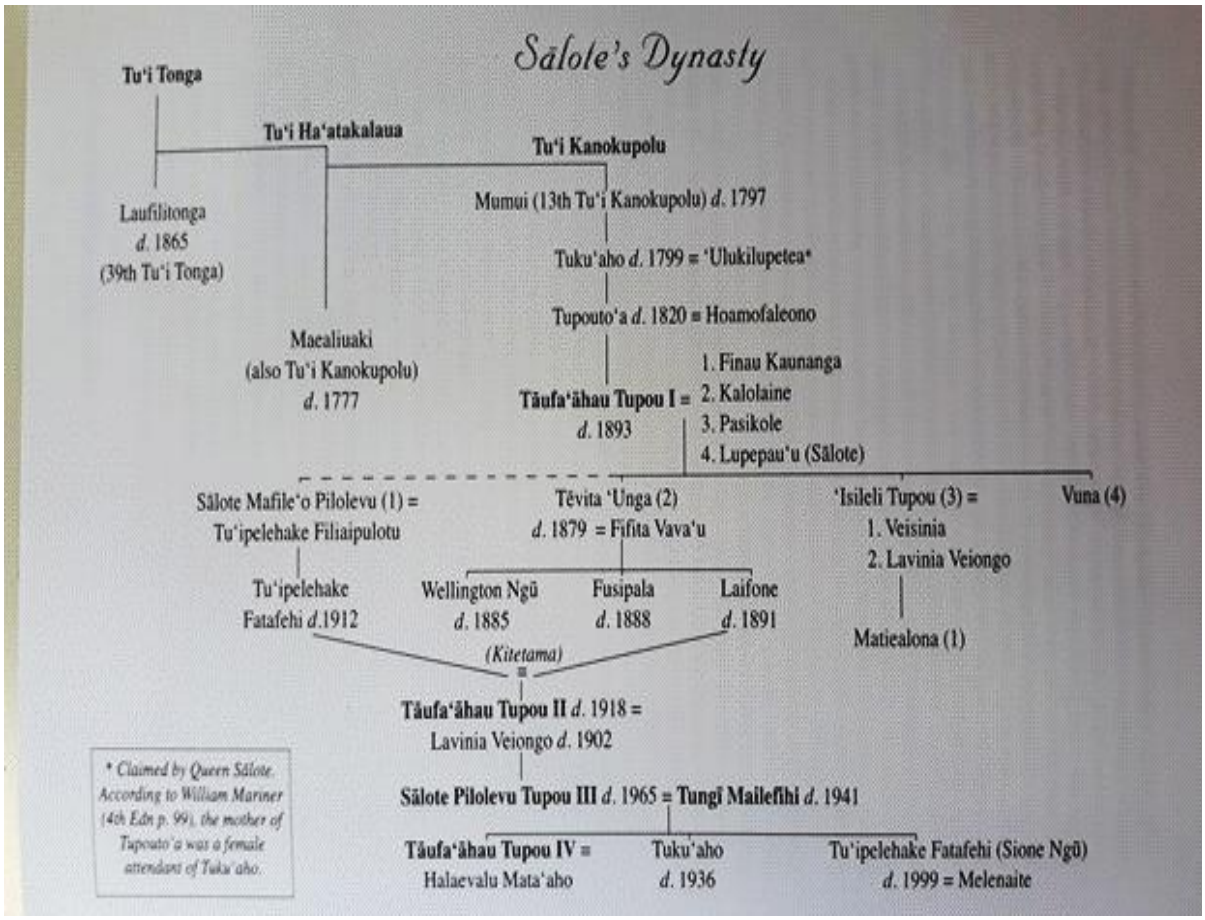
Resource F. Lankins, K. (2009, June). Sir Francis Drake in the New World 15777 – 1580. Seminar Paper, Department of History, Western Oregon University.

QUESTION THREE: LEADERSHIP : KING TAUFA'AHAU TUPOU IV, 1918 – 2006

PART A: RESOURCE INTERPRETATION

Use **Resource A** below to answer questions 1 – 2.

Resource A



Source A. Hixon, M. (2000). Sālote: Queen of Paradise. Dunedin, New Zealand: University of Otago Press. pp. 16-17.

1. Define the term 'leadership'.

Skill level 1	
1	
0	
NR	

_____

_____

2. Explain how the concept of “genealogy” is expressed in Tupou IV’s family tree (source A).

Skill level 3	
3	
2	
1	
0	
NR	

Use **Resource B** and **C** below to answer question 3.

Resource B

Resource B. Hixon, M. (2000). Sālote: Queen of Paradise. Dunedin, New Zealand: University of Otago Press, pp. 80-81.

Resource C

The King as a student at Newington College

Resource C. The King as a student at Newington College, NSW, Australia. Retrieved from https://www.wikiwand.com

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

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

Use **Resource D** below to answer questions 4 – 9.

Resource D

Tupou IV's Modernization, 1965-1980

"Tāufa'āhau Tupou IV came to the Tongan throne intent on more rapid and radical modernization than anything previously attempted in the island kingdom. The foundations of this policy were laid during his 16 years as premier [in 1949. He was appointed by his mother to ministerial roles in 1943 and 1944]…Tupou's aim was to transform the Tongan economy…into a commercial and industrial economy in which subsistence agriculture would survive as a supplementary activity…Construction of more school buildings and provision for technical education were also included…During the 1960s progress towards independence was accelerating in other Pacific Island territories. Western Samoa became constitutionally fully independent in 1962, to be followed by Nauru in 1968. The Tongan government, with its long experience of almost unrestricted self-government, inevitably came to assume a position of leadership among those island nations approaching independence. Tonga therefore took a leading role in the formation of the first inter-governmental regional organization formed by Pacific Islanders, the Pacific Islands Producers' Association, in 1965…Their aim was to increase banana exports to Australia and New Zealand…The Tonga government gradually diversified its international relations…established with Japan in 1970…but in 1972 Tonga joined the Asian Development Bank, and in 1975 it signed the Lomé Convention…giving easier access to European markets."

Resource D. Campbell, I. C. (2015). Island Kingdom: Tonga Ancient and Modern (3rd edition). Christchurch, New Zealand: Canterbury University Press. pp. 216-221.

4. Identify **ONE** (1) government ministry led by Taufa'ahau Tupou IV in the mid 1940s.

_____

Skill level 1	
1	
0	
NR	

5. Identify **ONE** (1) regional organization in which Tonga was a member of during Taufa'ahau Tupou IV's reign.

_____

Skill level 1	
1	
0	
NR	

6. Describe the changes proposed by His Majesty during his time as king.

_____

_____

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_____

_____

_____

Skill level 2	
2	
1	
0	
NR	

7. Name **ONE** (1) international organization that Tonga was involved with during Taufa'ahau Tupou IV's reign.

_____

Skill level 1	
1	
0	
NR	

8. State **ONE** (1) social development achieved by Taufa'ahau Tupou IV during his time as the king of Tonga.

_____

Skill level 1	
1	
0	
NR	

9. Explain the effects of Taufa'ahau Tupou IV's developments on Tonga as a nation.

_____

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY

Writing a History Essay

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i	2	Describe the events that led to the development "changes" introduced by His Majesty, the late Taufa'ahau Tupou IV.						
ii	4	Evaluate the significance of the "changes" on Tonga's development and relationship with outside organizations. Overall, the analysis and interpretation of the resources (sources E, F) linked to the development of appropriate historical ideas and information were logical and cohesively presented in the essay.						

ESSAY TOPIC:

To modernize Tonga, the late Taufa'ahau Tupou IV introduced many development "changes" to the small island kingdom when he inherited the throne after his mother, the late Queen Sālote Tupou III's death in 1965. Use evidence from the sources provided and your own understanding to answer the essay question.

Write a 300-450 word essay.

Evaluate the significance of the "changes" linked to Tonga's development and relationship with outside organizations.

i. Describe the events that led to the development "changes" introduced by His Majesty, Taufa'ahau Tupou IV.
ii. Evaluate the significance of the "changes" on Tonga's development and relationship with outside organizations.

"The experience of the second development plan showed the enormous difficulty of trying to achieve rapid economic change in a society where there had been little capital accumulation and where there were few natural opportunities. In the absence of these things, the initiative necessarily lay with the government, which was undercapitalised, short of appropriate expertise and lacked the administrative capacity to achieve all its objectives. For these reasons it established a Commodoties Board…to coordinate the production and marketing of Tongan agriculture. At the same time, the Ministry of Labour, Commerce and Industries was established to stimulate economic development."
(Campbell, 2015, p. 223)

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

Resource F. Retrieved from https://www.google.com

QUESTION FOUR: RELIGION AND BELIEFS: THE CHRISTIAN MISSIONS IN TONGA

PART A: TEXT COMPREHENSION

Use **Resource A** below to answer questions 1 – 8.

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, 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 Ha'ateiho, and the rest fled to New South Wales.

The Wesleyan Methodist Mission first attempted to convert Tonga in 1822, when its pioneer, Walter Lawry, arrived. But he met with similar problems to those encountered by the earlier mission. With the failure of his wife's health, Lawry abandoned the mission, after 14 months in Tonga. It was not until 1826 that the second Wesleyan Methodist Mission party arrived in Tonga to establish their mission in Hihifo (the western part of Tongatapu). From this time, the work of the mission began to grow, in spite of strong resistance from the Tongans.

Resource A. 'Ahio, F. P. (2007). Christianity and Taufa'āhau in Tonga: 1800-1850. *Melanesian Journal of Theology*, 23(1), p. 24.

1. Define the term 'religion'.

Skill level 1	
1	
0	
NR	

2. Define the term 'artisan'.

Skill level 1	
1	
0	
NR	

3. Name the missionary who arrived in Tonga in 1822.

_____

Skill level 1	
1	
0	
NR	

4. State **ONE** (1) location in Tonga where the missionaries had operated on.

_____

Skill level 1	
1	
0	
NR	

5. Identify **ONE** (1) material good used by the missionaries to trade with the chiefs in Tonga.

_____

Skill level 1	
1	
0	
NR	

6. Explain the impacts of 'trade' on Tongan people during the 1800s.

_____
_____
_____
_____
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Skill level 3	
3	
2	
1	
0	
NR	

7. Describe **ONE** (1) challenge faced by Tongan people from the early Christian missions.

_____
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Skill level 2	
2	
1	
0	
NR	

8. Explain the reasons for establishing Christian missions in Tonga.

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: TEXT COMPREHENSION

Use **Resource B** below to answer question 9.

Resource B

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

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

9. Explain the relationship between social status and hierarchy in Tongan society with traditional religious beliefs and practices.

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_____

Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY:

Writing a History Essay

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i	2	Describe the events associated with the Christian missions and their arrival in Tonga during the 1700s – 1800s.						
ii	4	Discuss the impact of Christianity and the changes on Tonga's general economy linked to wealth and property. Overall, the analysis and interpretation of the resources (sources C, D, E) linked to the						

ESSAY TOPIC:

The Christian missions not only impacted Tongan peoples' beliefs and customs, it changed the general economy in terms of wealth and property. Use evidence from the sources provided and your own understanding to answer the essay question.

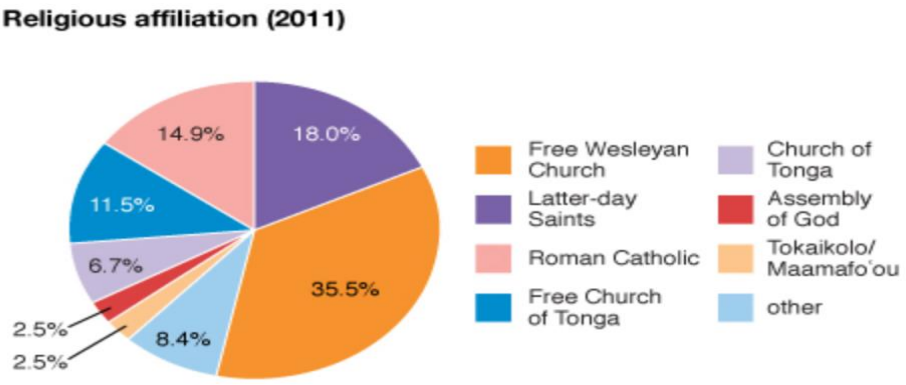
Write a 300-450 word essay.

Discuss the impact of Christianity and the changes on Tonga's general economy linked to wealth and property.

i. Describe the events associated with the Christian missions and their arrival in Tonga during the 1700s – 1800s.
ii. Discuss the impact of Christianity and the changes on Tonga's general economy linked to wealth and property.

Daily life and the working week are structured around the Christian worship calendar. In accordance to the Sabbath, rules about Sunday observances as a day of rest are quite strict, widely upheld and consistently enforced throughout the country. Most stores close and only essential work is permitted (e.g. emergency facilities). People are also not allowed to participate in outdoor activities such as swimming. It is often expected that everyone will attend church on Sundays, which is typically followed by an '*umu*' (earth oven) feast.

Resource C. Cultural Atlas website. Retrieved from http://culturalatlas.sbs.com.au



Resource D. Foster, S., & Latukefu, S. (n.d). Tonga. Britannica Encyclopaedia Website. Retrieved from https://www.britannica.com

Tonga's first ruler, King Tupou I accepted Christianity into the kingdom. With this, many changes resulted. The distribution of wealth and property in the past, even prior to the arrival of the missionaries very much favoured the chiefs and nobility. Today, church ministers are also highly regarded within villages and this is reflected in how possessions and food is shared.

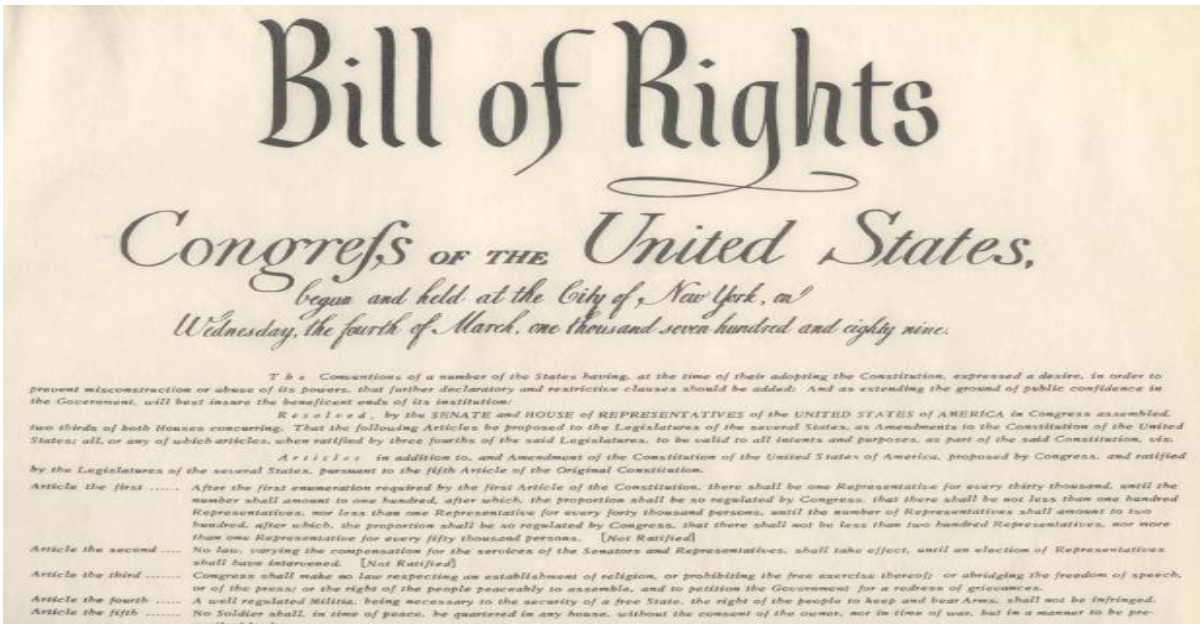
Resource E. Adapted material. Retrieved from https://www.everyculture.com

QUESTION FIVE: GOVERNMENT AND GOVERNANCE: MODERN GOVERNMENT IN THE USA (US)

PART A: RESOURCE INTERPRETATION

Use **Resource A** below to answer questions 1 – 3.

Resource A



Bill of Rights

Congress of the United States,

begun and held at the City of New York, on

Wednesday, the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution:

RESOLVED, by the SENATE and HOUSE of REPRESENTATIVES of the UNITED STATES of AMERICA in Congress assembled, two thirds of both Houses concurring, That the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States; all, or any of which articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution, viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the Original Constitution.

Article the first ..... After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which, the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons. [Not Ratified]

Article the second .... No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened. [Not Ratified]

Article the third ..... Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article the fourth ..... A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article the fifth ..... No Soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be pre-

Resource A. World History US Website. Retrieved from https://worldhistory.us/american

1. Define the term 'rights'.

Skill level 1	
1	
0	
NR	

2. Identify whether source W is a primary or secondary source.

Skill level 1	
1	
0	
NR	

3. State the purpose of the US (also referred to as USA) 'Bill of Rights'.

Skill level 1	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

Use **Resource B** and **C** below to answer questions 4 – 9.

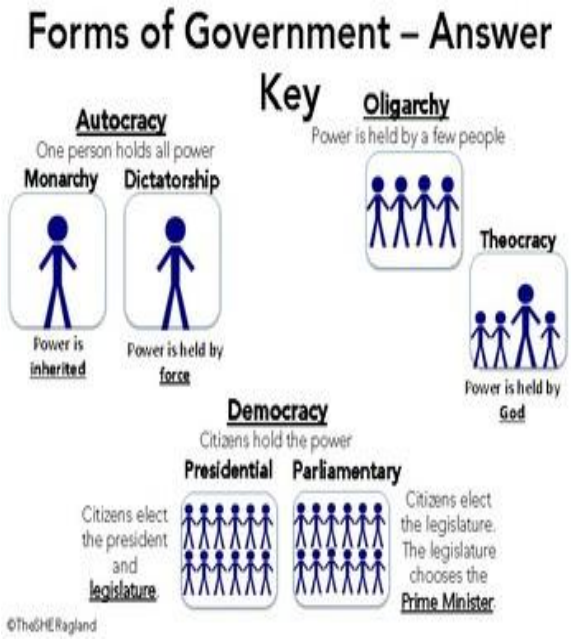
Resource B

"Almost all the world's constitutions are documents in which governments tell the people what their privileges are. Our constitution is a document in which 'we the people' tell the government what it is allowed to do. 'We the people' are free."

(US President, Ronald Reagan, 1989)

Resource B. Bill of Rights Institute. Retrieved from https://voicesofhistory.org

Resource C



Resource C. Retrieved from https://www.teacherspayteachers.com

4. State whether Ronald Reagan approves or disapproves of the US Constitution.

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Skill level 1	
1	
0	
NR	

5. Analyse the quote and explain Ronald Reagan's perspective in relation to the US government.

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Skill level 3	
3	
2	
1	
0	
NR	

6. Identify the type or form of government in the US. (refer to **Resource C**)

_____

Skill level 1	
1	
0	
NR	

7. Explain the history linked to how the type of government in the US was developed.
Use evidence from the sources provided above.

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Skill level 3	
3	
2	
1	
0	
NR	

8. Describe ‘good governance’ within the US government.

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Skill level 2	
2	
1	
0	
NR	

9. Explain the history of ‘good governance’ and how it is promoted in the US. Use evidence from the Resources provided.

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY:

Writing a History Essay

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i	2	Describe an individual's and a group's perspectives from the past about tradition and democracy in the US.						
ii	4	Examine and account the different perspectives using appropriate evidence and reasons. Overall, the analysis and interpretation of the resources (sources D, E, F) linked to the development of appropriate historical ideas and information were logical and cohesively presented in the essay..						

ESSAY TOPIC:

The development of the US government and is evident today in the way that the nation is governed. Various individuals and groups have helped shape tradition and democracy over time. Use evidence from the sources provided and your own understanding to answer the essay question.

Write a 300-450 word essay.

Examine individual and group perspectives from the past about tradition and democracy in the US.

i. Describe an individual's and a group's perspectives from the past about tradition and democracy in the US.
ii. Examine and account the different perspectives using appropriate evidence and reasons.

"In a sense we've come to our nation's capital to cash a cheque. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men – yes, black men as well as white men – would be guarenteed the unalienable rights of life, liberty and the pursuit of happiness...America has given the Negro people a bad cheque, a cheque which has come back marked insufficient funds."

(Dr. Martin Luther King Jr., 'I have a Dream Speech', August 28, 1963)

Resource D. NAACP (National Association for the Advancement of Colored People) website. Retrieved from https://www.naacp.org

Ku Klux Klan (KKK) organisation

No group was as well known as the KKK who often violated the rights of African American people in the US. To them, they believed that "blacks" had no rights at all. The civil rights movement of the 1960s saw a surge of Ku Klux Klan activity, including the bombings of black schools and churches and the beatings and shootings of black and white activists in the South. The organization took as its symbol a burning cross and held rallies, parades and marches around the country. At its peak in the

1920s, Klan membership exceeded 4 million people nationwide. Klan members were white Southerners who held roles such as police officials, farmers, lawyers, physicians, ministers, and labourers. Their primary belief and goal was to take away and get rid of blacks in the US.

Resource E. History website. Retrieved from https://www.history.com

"…it is my deep conviction that we have reached a turning point in the long history of our country's efforts to guarantee freedom and equality to all our citizens. Recent events in the United States and abroad have made us realize that it is more important today than ever before to ensure that all Americans enjoy these rights. When I say all Americans, I mean all Americans. The civil rights laws written in the early years of our Republic, and the traditions which been built upon them, are precious to us…they were written to protect the citizen against any possible tyrannical act by the new government in this country."

(US President Harry S. Truman, "Speech before the NAACP", Washington DC, 29th June 1947)

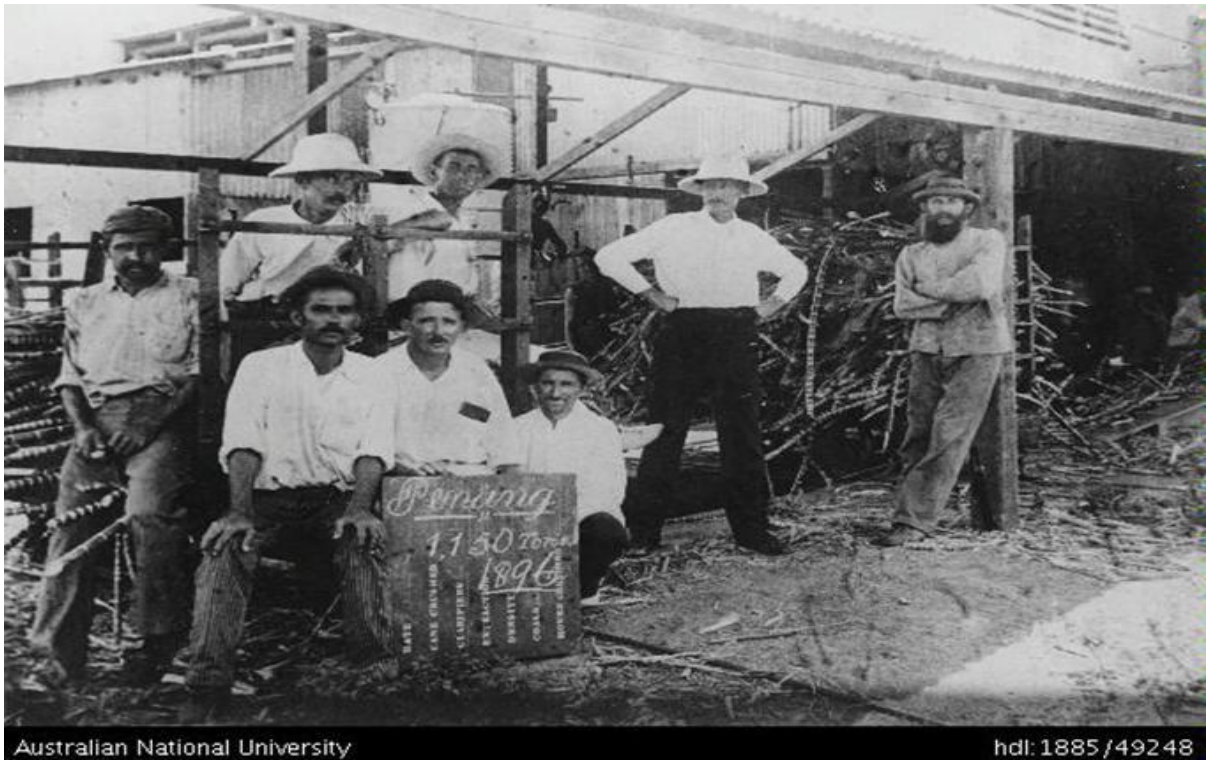
Resource F. Retrieved from https://voicesofdemocracy.umd.edu

QUESTION SIX: COLONIALISM, IMPERIALISM, AND CAPITALISM:
THE MAJOR COLONIAL POWERS IN THE PACIFIC, 1870-1970s

PART A: RESOURCE INTERPRETATION

Use **Resource A** below to answer questions 1 – 3.

Resource A



Resource A. Group at sugar cane carrier, Penang, Fiji, 1886 – Australia National University Archives. Retrieved from http://archives.anu.edu.au/exhibitions

1. Define the term 'colonialism'.

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Skill level 1	
1	
0	
NR	

2. Identify the year in which Fiji officially became a British colony.

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Skill level 1	
1	
0	
NR	

3. Explain the advantages as a result of the changes brought by the British into Fiji.

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Skill level 3	
3	
2	
1	
0	
NR	

PART B: RESOURCE INTERPRETATION

Use **Resource B** and **C** below to answer questions 4 – 9.

Resource B

Resource B. ABC News website. Retrieved from https://www.abc.net.au/news/2018-11-01

Resource C

Bluejackets of the U.S.S. Boston occupying Arlington Hotel grounds during overthrow of Queen Liliuokalani. Commander Lucien Young, U.S.N. in command of troops. Site of childhood home of Queen Liliuokalani. According to the U.S. Naval Historical Cente ...

Resource C. Overthrow of the Hawaiian Kingdom, Jan 1893. Retrieved from https://en.wikipedia.org/wiki

4. Identify the indigenous people of New Caledonia.

Skill level 1	
1	
0	
NR	

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5. Describe the people's reaction to the changes brought into New Caledonia by the French.

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Skill level 2	
2	
1	
0	
NR	

6. Explain the disadvantages as a result of the changes brought into New Ca by the French. (refer to **Resource B**)

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Skill level 3	
3	
2	
1	
0	
NR	

7. Identify the year in which Hawaii was annexed by the US.

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Skill level 1	
1	
0	
NR	

8. Name a key Hawaiian leader figure during the US annexation of Hawaii.

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Skill level 1	
1	
0	
NR	

9. Explain the disadvantages as a result of the changes brought into Hawaii by the US.

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Skill level 3	
3	
2	
1	
0	
NR	

PART C: SHORT ESSAY:

Writing a History Essay

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 to the question.

Scoring Rubric:

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i	**2**	Describe the events linked to the Colonial Power's control of the colony (indigenous nation).						
ii	**4**	Evaluate the events that led to the Colonial Power's influence (positive or negative) on the society, economy, and politics within the colony (indigenous nation). Overall, the analysis and interpretation of the resources (sources D, E, F) linked to the development of appropriate historical ideas and information were logical and cohesively presented in the essay.						

ESSAY TOPIC:

Colonialism, imperialism, and capitalism were key ideals that influenced Colonial Powers' desire for control over the indigenous nations in the Pacific. Use evidence from the sources provided and your own understanding to answer the essay question.

Write a 300-450 word essay.

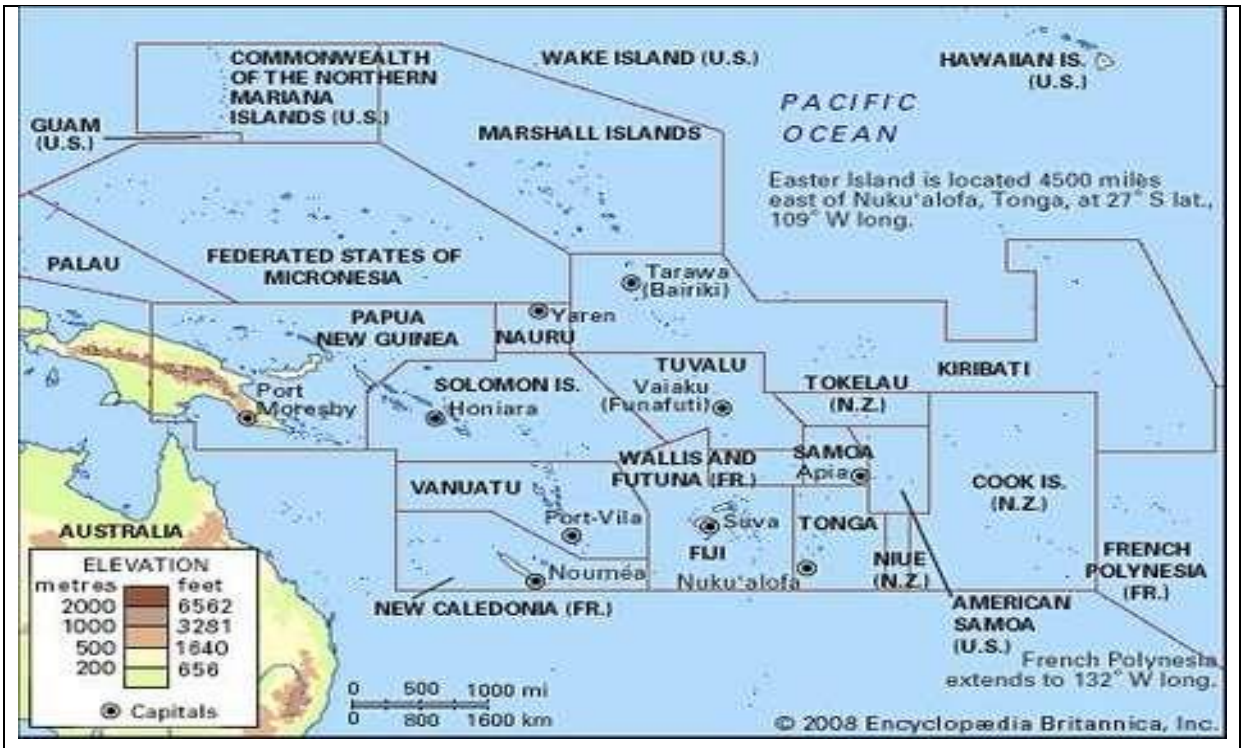
Choose ONE case study to answer the following essay question.

Evaluate events that led to the Colonial Power's influence on the society, economy, and politics within the colony (indigenous nation).

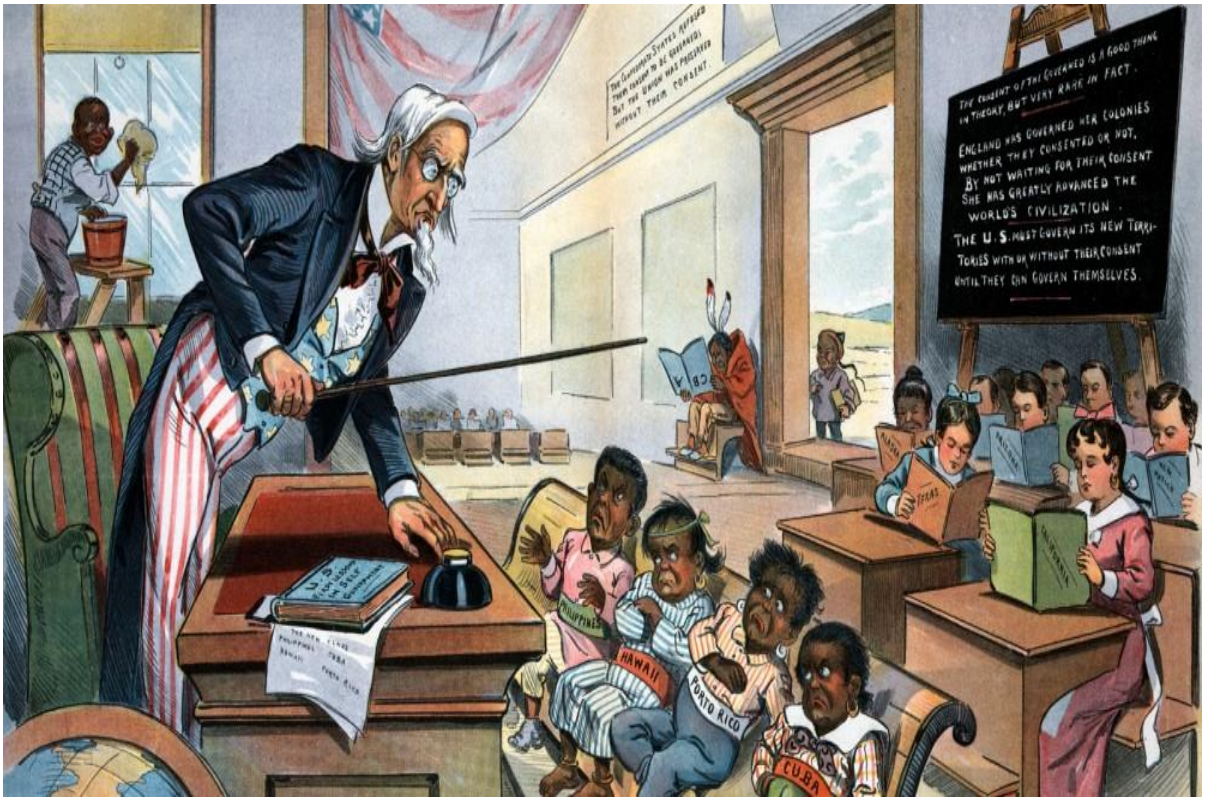
i. Describe the events linked to the Colonial Power's control of the colony.
ii. Evaluate the events that led to the Colonial Power's influence (positive or negative) on the society, economy, and politics within the colony.

By the late 19th century, the colonies' tropical produce (copra, sugar, vanilla, cacao, and fruits) had become more valuable and accessible; minerals—such as nickel and phosphates—and guano were also exploited. Total control of these resources passed to large European trading companies, which owned the plantations, ships, and retail stores. This colonial economy stimulated the immigration of Indian laborers to Fiji, the alienation of major tracts of native land in New Caledonia, and a drop in the indigenous populations in general by a third, not to mention the destruction of their cultures.

Resource D. South Pacific Organizer website. Retrieved from http://www.southpacific.org/history/colonialism



Resource E. Who colonized the Pacific? Retrieved from http://www.google/search



Resource F. Influence of the US Empire on the colonies. Retrieved from http://www.americanyawp.com

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