| MARKER CODE | | | | |
|---|---|---|---|---|
| | | | | |

| STUDENT ENROLMENT NUMBER (SEN) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

# TONGA FORM SIX CERTIFICATE
# 2022
# HISTORY

## QUESTION AND ANSWER BOOKLET

**Time allowed**: 3 Hours + 10 minutes reading

**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 ONE** and **TWO OTHER QUESTIONS** from questions **TWO-SIX**.

| QUESTION | | TOPICS | TOTAL SKILL LEVEL |
|---|---|---|---|
| ONE | | COOPERATION AND CONFLICT: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990s. | 29 |
| QUESTION TWO-SIX | Please √ choice | OPTIONAL TOPICS | |
| TWO | | MIGRATION AND EXPLORATION | 25 |
| THREE | | LEADERSHIP | 25 |
| FOUR | | RELIGION AND BELIEFS | 25 |
| FIVE | | GOVERNMENT AND GOVERNANCE | 25 |
| SIX | | COLONIALISM, IMPERIALISM AND CAPITALISM | 25 |
| | | TOTAL | 79 |

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 space for answers, ask the supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
6. Check that this booklet contain pages 2-63 in the correct order and that page 62-63 have been deliberately left blank.

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

**COMPULSORY: YOU MUST ANSWER QUESTION ONE**

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

**PART A: Cartoon Interpretation**

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

**Resource A**

**"Gone Far Enough" (10/23/1962)**

By Eddie Germano (1924 –) Coppola Collectionlsa logoBrian P Coppola

*https://sites.lsa.umich.edu/bcoppola/2019/08/22/gone-far-enough/*

1. Give reasons why the US hand is stopping the Russian ship from entering Cuba.

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_____

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

2. Identify the US President who was involved in the Cuban Crisis.

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_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

3. Explain how the Cuban Missile crisis was resolved and its effects on international relations.

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| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

4. Identify the Soviet Union leader during the Cuban Missile crisis.

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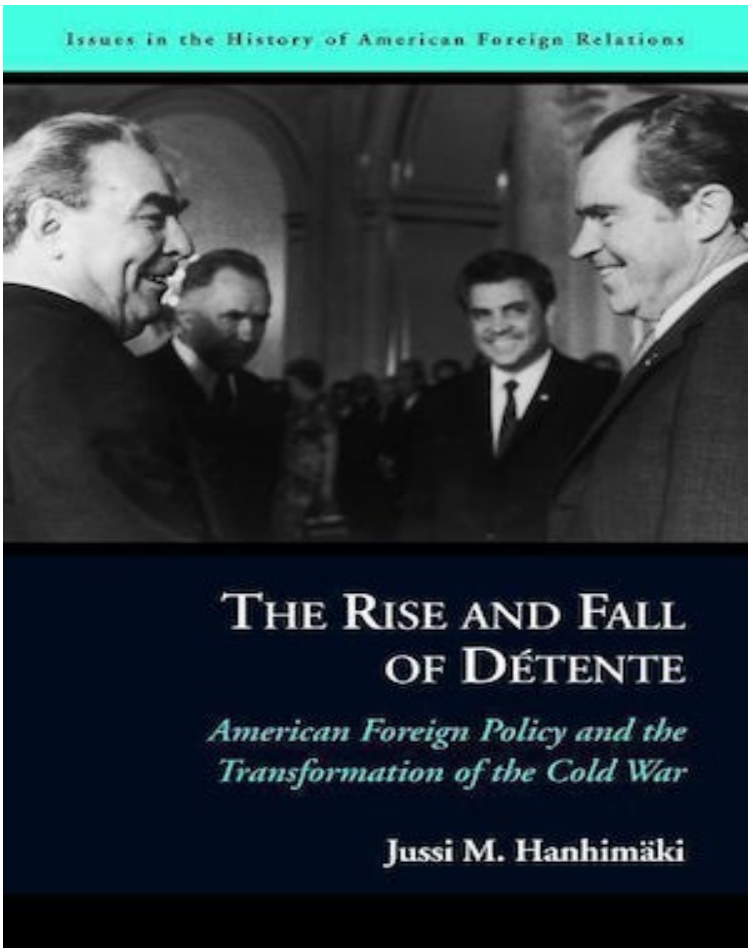
| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART B: Visual Source Interpretation**

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

**Resource B**




Jussi M. Hanhimäki
*https://www.nebraskapress.unl.edu/potomac-books/9781597970754/*

5. Define the term Détente, mentioned in **Resource B** above.

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

6. Account for the successes of Détente between the Soviet Union and the United States.

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

7. Identify a failure of Détente.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

8. Describe how Détente transformed the Cold War, mentioned in **Resource B.**

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

**PART C: Evaluating Historical Resources**

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

**Resource C**

**JOHN F. KENNEDY'S ADDRESS ON THE BERLIN CRISIS (1961)**

On July 25th 1961 United States president John F. Kennedy went on television to address the American people on the Berlin Crisis. He condemned Nikita Khrushchev's threats and ultimatums on Berlin, while announcing an increase in US military preparedness to defend the city, should an attack come:

In short, while we are ready to defend our interests, we shall also be ready to search for peace – in quiet exploratory talks, in formal or informal meetings. We do not want military considerations to dominate the thinking of either East or West. And Mr Khrushchev may find that his invitation to other nations to join in a ***meaningless treaty*** may lead to their inviting him to join in the community of peaceful men, in abandoning the use of force, and **in** respecting the sanctity of agreements…"

***https://alphahistory.com/coldwar/john-f-kennedys-address-berlin-crisis-1961/***

9. Explain the reaction of the US President to the threat of Nikita Kruschev.

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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

10. Identify the ***meaningless treaty*** that President Kennedy is referring to in **Resource C.**

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART D: Text Comprehension**

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

**Resource D**

**The Chinese Revolution of 1949**

On October 1, 1949, Chinese Communist leader Mao Zedong declared the creation of the People's Republic of China (PRC). The announcement ended the costly full-scale civil war between the Chinese Communist Party (CCP) and the Nationalist Party, or Kuomintang (KMT), which broke out immediately following World War II and had been preceded by on and off conflict between the two sides since the 1920's. The creation of the PRC also completed the long process of governmental upheaval in China begun by the Chinese Revolution of 1911. The "fall" of mainland China to communism in 1949 led the United States to suspend diplomatic ties with the PRC for decades.

*https://history.state.gov/milestones/1945-1952/chinese-rev*

11. Identify the leader of the Chinese Communist Party mentioned above in **Resource D**.

_____

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_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

12. State a reason why the United States suspended diplomatic ties with mainland China in 1949.

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

13. State how Communism was established in China.

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_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART E: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 4.1. • Evaluate characters and major events related to the Truman Doctrine and the Marshall Plan.. | 4 | | Irrelevant/ incorrect events | State one related event | States and describes at least 2 related events | Full explanation of at least 2 events related to the renewed search for security and giving examples | Evaluating at least 3 or more events and characters with examples to back the statement |
| 4.2. Evaluate the impact of the Truman Doctrine and the Marshall Plan on the shaping of the post war world. | 4 | | Irrelevant/ incorrect impact and relationship stated | A correct relationship between the superpowers is stated/ impact of the Truman Doctrine and Marshall Plan. | Correct description of relationship given/ Truman Doctrine and Marshall Plan. | Correct and full description of relationship explained and related to impact of the Truman Doctrine and Marshall Plan | Evaluates the relationship between the superpowers and justification for the evaluation is given on impact of Truman Doctrine and Marshall Plan |

**ESSAY TOPIC:**

- **Evaluate characters and major events related to the Truman Doctrine and the Marshall Plan.**
- **Evaluate the impact of the Truman Doctrine and the Marshall Plan on the shaping of the post war world.**

**Resource E**

**Containment and the Truman Policy**

The Truman Doctrine, also known as the policy of containment, was President Harry Truman's foreign policy that the US would provide political, military, and economic aid to democratic countries under the threat of communist influences in order to prevent the expansion of communism. The policy marked a step away from the US's previous isolationist policies, which discouraged the US from becoming involved in foreign affairs.

***https://www.studentsofhistory.com/containment-the-truman-policy***

**The Truman Doctrine and the Marshall Plan**

**OPTIONAL:** **YOU MUST ANSWER ONLY TWO QUESTIONS from QUESTION TWO - SIX**

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

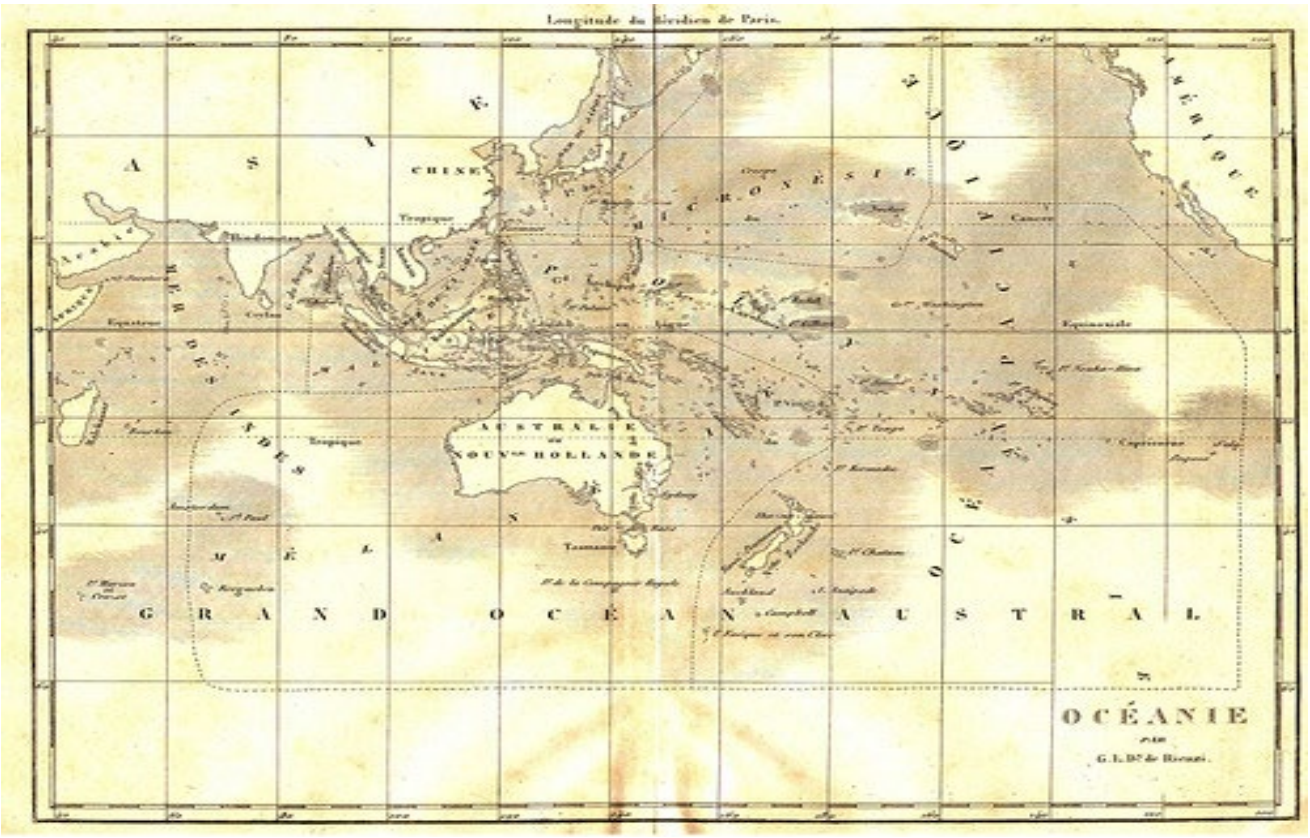
☐ **QUESTION TWO:** **MIGRATION AND EXPLORATION:** Navigating and Mapping the Pacific.

**PART A:** **Visual Interpretation**

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

**Resource A**

**Mapping the Pacific**




**Produced by Domeni de Rienzi, French cartographer, indicates Micronesia, Polynesia, and Melanesia n 1836. Domeni de Rienzi/Donald Rubinstein**

*https://www.guampedia.com/mapping-the-pacific/*

1. Identify the meaning of the name **Pacific ocean**.

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_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

2. State **ONE** (1) explorer that explored the Pacific during the pre-contact era.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

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**PART B: Resource Interpretation**

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

**Resource B**

**European exploration**

Pacific islanders had long inhabited their homelands before the European "discovery" of the Pacific in the 16th century. European exploration can be divided into three phases: Spanish and Portuguese; Dutch; and English and French. The Spanish and Portuguese period began with the voyages in the early 1520s of Ferdinand Magellan and, after his death, his crew members. Later discoveries included the Solomon Islands, the Marquesas, and possibly New Guinea, all by the Spaniard Álvaro de Mendaña de Neira; Vanuatu by the Portuguese Pedro Fernándes de Quirós; and the Torres Strait by the Spaniard Luis Váez de Torres.

During the Dutch period—roughly the 17th century—Jakob Le Maire and Willem Corneliszoon Schouten discovered inhabited islands in the northern Tuamotu Archipelago, as well as islands in the Tonga group and Alofi and Futuna islands. The best-known of the Dutch explorers, Abel Janszoon Tasman, visited islands in the Tonga group and discovered New Zealand, the northeastern sector of the Fiji group, and islands in the Bismarck Archipelago.

The original intent of Dutch colonization was to find a path to Asia through North America, but after finding the fur trade profitable, the Dutch claimed the area of New Netherlands. Interactions with Native Americans: The goals of both the French and Dutch revolved around the fur trade.

Charles Henry Cotter
John E. Bardach
Joseph R. Morgan

*https://www.britannica.com/place/Pacific-Ocean/Study-and-exploration*

3. With reference to **Resource B**, explain reasons for Dutch exploration into the Pacific.

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| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

4. Name the famous Dutch explorer who visited Tonga in 1643 and the name he gave Tongatapu.

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| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

5. Explain events related to European explorers who explored the Pacific.

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| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

6. Identify the **TWO** (2) Dutch explorers that first sighted Tonga.

_____

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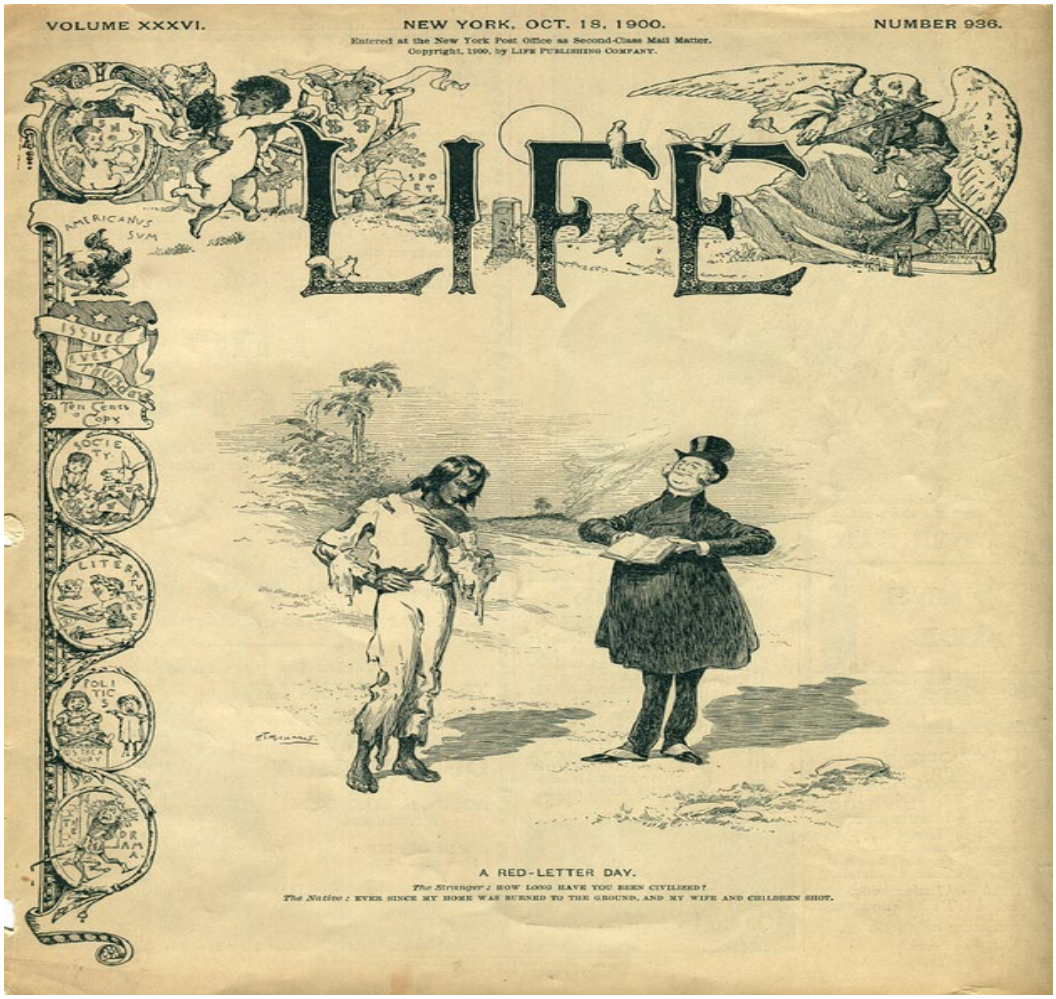
| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART C: Cartoon Evaluation**

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

**Resource C**




"A Red-Letter Day. The Stranger: How long have you been civilized?

The Native: Ever since my home was burned to the ground and my wife and children shot."

Frederick Thompson Richards, Life, October 18, 1900.

*https://apjjf.org/2015/13/27/Ellen-Sebring/4339.html*

7. State the purpose of the above source regarding European views of the Pacific island people.

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_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

8. Referring to **Resource C** explain characters related to the Europeans' view of the Pacific region.

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| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

9. Describe the changes over time of European views and values regarding the Pacific region.

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_____

_____

_____

_____

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

10. Identify the view of the islander regarding the European presence.

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_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART D: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 2.1 •Evaluate characters and events related to the European explorers who explored the Pacific | 4 | | Irrelevant/ incorrect | States and describes 1 character | States and describes at least 2 characters and events | Full explanation of at least 2 reasons and the reasons are directly linked to the exploration of the Pacific | -State<br>-Describe<br>-Giving 3 or more explanations and evidence and clear explanation |
| 2.2 • Explain the result of these events and their impact on the Pacific islands | 3 | | Irrelevant/ incorrect | One impact is stated and described | More than one result and their impact is stated and described with very relevant examples | -Stated<br>-Describe<br>-Explain | |

**ESSAY TOPIC:**

- Evaluate characters and events related to the European explorers who explored the Pacific Discuss the impact of those views on the exploration of the Pacific.
- Explain the result of these events and their impact on the Pacific islands

**Resource D**

**What were the major factors of Europeans to explore Pacific islands?**

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

***https://www.google.com/search?***

**Motivation for European conquest of the New World**

God, gold, and glory motivated European nations to explore and create colonies in the New World.

**Overview**

Historians generally recognize three motives for European exploration and colonization in the New World: God, gold, and glory.

Religious motivations can be traced all the way back to the Crusades, the series of religious wars between the 11th and 15th centuries during which European Christians sought to claim Jerusalem as an exclusively Christian space.

Europeans also searched for optimal trade routes to lucrative Asian markets and hoped to gain global recognition for their country.

***https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/motivations-for-conquest-of-the-new-world***

"Our 'Civilized' Heathen. And yet Uncle Sam is always giving money to 'save the Heathen.'"
Samuel D. Ehrhart, Puck, September 8, 1897. Source: Library of Congress
***https://apjjf.org/2015/13/27/Ellen-Sebring/4339.html***

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

**PART A: Text Comprehension**

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

**Resource A**

**King Taufa'ahau Tupou IV of Tonga**

During the six decades of Taufa'ahau's public life, Tonga's population grew from around 43,000 (in 1945) to more than 110,000 now, with thousands more living and working abroad, especially in New Zealand, Australia and the US. To cater for the needs of this expansion, the king promoted systematic five-year development plans, public and community health and family planning programmes and agricultural diversification, including coconut replanting, improved quality of banana production and the introduction of new crops.

He also fostered road development, the building of the deep-water Queen Salote wharf, an extension of the airport and the introduction of regular international and internal flights. His reign saw the emergence of Tonga's first national newspaper, radio station, national bank and postal services; tourism increased, encouraged by the building of a hotel of international quality and Taufa'ahau's determination to travel widely and spread knowledge of his country.

**By Roger Cowell; Wed 20 Sep 2006 00.03 BST the Guardian**

*Source:https://www.theguardian.com/news/2006/sep/20/guardianobituaries.rogercowe*

1. Identify an economic development that King Taufa'ahau Tupou IV carried out in order to help with the modernization of Tonga.

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

2. With reference to **Resource A** and your own knowledge, explain events as evidences of the changes/developments that King Taufa'ahau Tupou IV used.

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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

3. Identify how the King planned on supporting the development of his country, as mentioned in **Resource A.**

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

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**PART B: Visual Interpretation**

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

**Resource B**

**Coronation of Tongan King Taufa'auhau Tupou IV**

(Original Caption) Coronation. Nukualofa, Tonga: After signing the coronation oath, King Taufa'ahau Tupou IV (left) is presented with a bible by C.F. Gribble, president-general of the Methodist Church of Australia here, July 4. Four days of celebration, including the slaughtering of 71,000 suckling pigs, follow the coronation. July 4, 1967. ***https://www.gettyimages.com/detail/news-photo/coronation-nukualofa-tonga-after-signing-the-coronation-ne ws-***

4. Describe the links between King Tupou IV and the ancient 3 lines of the Kings of Tonga.

_____
_____
_____
_____
_____

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

5. Referring to **Resource B,** explain characters and events related to Tupou IV's journey to reach his coronation as King of Tonga in 1967.

_____
_____
_____
_____
_____
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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

6. Identify the connection between King Tupou I and King Taufa'ahau Tupou IV.

_____
_____
_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART C: Text Interpretation**

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

**Resource C**

**King Taufa'ahau Tupou IV**

Prime Minister Helen Clark today extended her condolences and sympathies to the people of Tonga at the loss of their Head of State, His Majesty King Taufa'ahau Tupou IV.

King Tupou IV died overnight in Auckland, aged 88 years, after a long period of poor health.

Helen Clark also extended the New Zealand Government's sincerest condolences to Her Majesty Queen Halaevalu Mata'aho on the death of her husband.

"Since assuming the throne in 1965 after the death of his mother, Queen Salote Tupou III, His Majesty presided over Tonga's transformation into a fully-fledged member of the Commonwealth and the United Nations as an independent sovereign state.

"King Tupou IV followed a path of peace and stability for his country. While retaining the important cultural heritage and institutions of Tonga, he also sought to place Tonga in a position to take advantage of the benefits of **economic globalization**.

"Achieving this difficult balance will be perhaps the King's greatest legacy for Tonga. The people of Tonga revered King Tupou IV throughout his reign.

Monday, 11 September 2006, 9:27 am
Press Release: New Zealand Government
Rt Hon Helen Clark
Prime Minister of New Zealand

*https://www.scoop.co.nz/stories/PA0609/S00233.htm*

7. Identify the year Tonga became a fully-fledged member of the Commonwealth of Nations.

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

8. Describe the benefits Tonga gained from being a fully-fledged member of the Commonwealth of Nations.

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_____
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| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

9. Identify **ONE** (1) ***economic globalization*** benefit that resulted from the King's vision mentioned in the Rt. Hon. Helen's Clark message.

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

10. Explain the benefits Tonga gained from being a member of the United Nations.

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_____
_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

**PART D: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 3.5 • Analyse events related to the success of King Tupou IV's reign. | 4 | | Irrelevant/ incorrect | Identifies one event only | -Identify<br>-Discusses | -Identifies<br>-Discuss<br>-Explain | -Identifies<br>-Discuss<br>-Explain<br>-Analyse |
| 3.4. • Explain the effects of King Tupou IV's rule on his country as a whole. | 3 | | Irrelevant/ incorrect | Identify one effect | -Identify<br>-Discusses | -Identify<br>-Discuss<br>-Explain | |

**ESSAY TOPIC:**

- Analyse events related to the success of King Tupou IV's reign.
- Explain the effects of King Tupou IV's rule on his country as a whole.

**Resource D**

**Tonga - Rise to power**

Shortly after his return from studies in Australia, Taufa'ahau was appointed to the Cabinet as the Minister of Education. A year and a half later, the portfolio of Minister of Health was added to his duties. He held these two portfolios until December 1949, when he became Premier of the Kingdom, combined with the portfolios of Education, Agriculture, and Foreign Affairs. In 1962, the portfolio of Works was added to his many duties.

During the 16 years that the crown prince served as premier, Tonga underwent a number of important economic and social changes. One of his earliest aims was to improve the standard of education in the kingdom, and he was the moving force behind the establishment of Tonga's Teacher Training College and Tonga High School. As a result, Tonga has one of the highest literacy rates in the Pacific Basin region.

*https://www.nationsencyclopedia.com/World-Leaders-2003/Tonga-RISE-TO-POWER.html*

**A visionary who worked**

Submitted by Stephen Vete on Wednesday 11 April 2018 9:29pm

A visionary who worked tirelessly to improve the quality of life, provide opportunities for his people and future generations to have choices in their lives. By providing his people with educational opportunities in Tonga and overseas, Tupou IV gained the deep respect, love and loyalty of many of his subjects and others in awe of his wisdom. It would be good to research, investigate and document why so many of his good ideas did not eventuate. For example:

1. The establishment of the Royal School of Science at the Reserve Bank Building, linking students in Tonga to universities overseas in partnership with Berkely and Stanford.

2. His efforts to promote sport especially hockey for young women

3. The land gifted by Papua New Guinea and in Hawaii.

4. Tonga's relationships with the two Chinas

5. Tonga's relationship with Japan.

**Tonga's annual Healthy Weight Loss competition, started by King Taufa'ahau Tupou IV has encourage Tongans to live a more active lifestyle and to eat healthier food. 1998.**

***https://matangitonga.to/1998/07/01/education-king-s-weapon-against-poverty-and-ignorance***

**QUESTION FOUR: RELIGION AND BELIEFS:** The Christian Missions in Tonga

**PART A: Text Interpretation**

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

**Resource A**

**Missionaries: Tongan Islands**

**First Missionaries**

In 1797, the London Missionary Society (LMS) had failed its first attempts sending Christian missionaries to Tonga and Marquesas, although it was successful in Huahine, Tuamotus, Cook Islands and later Samoa. In 1823, one of the LMS named John Williams took the missionaries to Rarotonga and other islands.

Methodists began in Tonga in 1822. In Tonga, Taufa' ahau took the name George in 1833, and in 1845. The name Tu'i Kanokupolu became king of Tonga.

The missionaries that landed in Fiji in 1835, accompanied by King George made no deals with the rising chief Cakobau who wasn't converted until 1854.

Tonga became one of the main mission fields in the Pacific for the Wesleyan Mission Society. August 16, 1822, the first Wesleyan missionary that arrived in Tonga was Walter Lawry who was from Australia. His journey there wasn't a major success. With support by the Wesleyans in Tonga, there was an affiliation between the Methodist church in Australasia and the Wesleyans in Tonga. The Kingdom of Tonga was unified in 1852.

***"Pacific Islands." Encyclopedia Britannica. Encyclopedia Britannica Online. Encyclopedia Inc., 2013. Web.09 Dec. 2013***

1. Identify the first Wesleyan missionary to arrive in Tonga and in what year.

_____

_____

_____

_____

_____

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

2. With reference to **Resource A**, explain the relationship between the Tongans and the Christian missions.

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

3. Explain the reasons for the success of the Wesleyan missions in Tonga.

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

4. Identify the year King George Tupou I was baptized as a Christian.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART B: Evaluating Historical Resources**

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

**Resource B**

**CHRISTIANITY AND TAUFA'ĀHAU IN TONGA:**
**1800-1850**
**Finau P'ila 'Ahio**

**An excerpt from Dr. 'Ahio's book**

When they arrived at Vava'u, they had the first public Christian Worship service in the group on Sunday, when Pita Vi preached the word of God before King George, Finau, and a big gathering.

On the Monday following the first Christian worship, King George and Finau started to attack the old religion by burning and destroying the gods and their houses, and the sacred objects of worship.

Finau gave orders to get seven of the principal gods and line them up. He then told them this, "I have brought you here to prove you. . . If you are a god, run away, or you shall be burnt in the fire, which I have prepared."
None of the gods moved. Finau gave another order to burn down both them and their houses. As a result, 18 temples, with their gods, were burnt down.

***Melanesian Journal of Theology 23-1 (2007)***

5. Identify a key figure who was instrumental in spreading Christianity to the Vava'u community.

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

6. Using **Resource B**, identify **ONE** (1) view missionaries had of the Tongan society.

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_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

7. Discuss the impact of the Christian missions on the Tongan Society.

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| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

8. Explain the success of King George and Finau and their supporters in spreading Christianity to the people of Vava'u.

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| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

**PART C: Text Comprehension**

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

**Resource C**

**Christianity in Tonga**

Modern Tongans speak of the coming of Christianity to the islands as 'the coming of light' against the 'po'uli' (night time of warfare). The first successful missionaries that came to Tonga were part of the Free Wesleyan Church. This branch of Christianity still has considerable influence over the country, especially due to the fact that Wesleyanism is the official religion of the state and the monarchy. Churches are a significant part of social and cultural life for most Tongans. Churches can be seen throughout the country, even in the most remote places, and bells calling for people to attend morning church services can be heard daily.

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.

*https://culturalatlas.sbs.com.au/tongan-culture/tongan-culture-religion*

9. State a Christian influence on the Tongan community, as stated in **Resource C.**

_____

_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

10. Identify a Christian activity that influenced the economy of Tonga.

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| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART D: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 4.1. • Evaluate events related to the emergence of Christian missions in Tonga | 4 | | Irrelevant/ incorrect | Identify an event | Describe 2 events | Explain at least 3 points and their impacts | Identify Describe Explain Evaluate |
| 4.2. • Explain the aims/reasons for establishing Christian missions in Tonga. | 3 | | Irrelevant/ incorrect | Identify 1 aim/reason | Describe aim/reasons identified | Explain what has been identified | |

**ESSAY TOPIC:**

- Evaluate events related to the emergence of Christian missions in Tonga.
- Explain the aims/reasons for establishing Christian missions in Tonga.

**Resource D**

**Church and State in Tonga**
**Sione Latukefu**

**Confrontation and Frustration**

The first attempt to convert the Tongans to Christianity was made by the London Missionary Society, a Protestant interdenominational body. The reports of the explorers, particularly those of Captain James Cook, together with accounts of atrocities committed by some unruly Europeans among the Pacific islanders, were widely read in England towards the end of the eighteenth century. In order to save the South Sea islanders from both heathenism and the lawlessness of certain Europeans, many people in England, particularly the evangelicals, believed that the best way was to Christianise and civilise them (Morrell 1960:28-31). For this purpose the missionary ship, Duff, under Captain James Wilson, was sent to the Pacific in 1796 by the L.M.S. with missionaries for Tahiti, Tonga and the Marquesas.

*https://openresearch-repository.anu.edu.au/bitstream/1885/114697/2/b14051515.pdf*

What are the aims and objectives of Christian missionary education?

The primary objective of the missionaries was to convert the people to Christianity through education. The schools were Crowther's principal method of evangelization. All good missionaries made it their duty to convert the children willy-nilly through education.

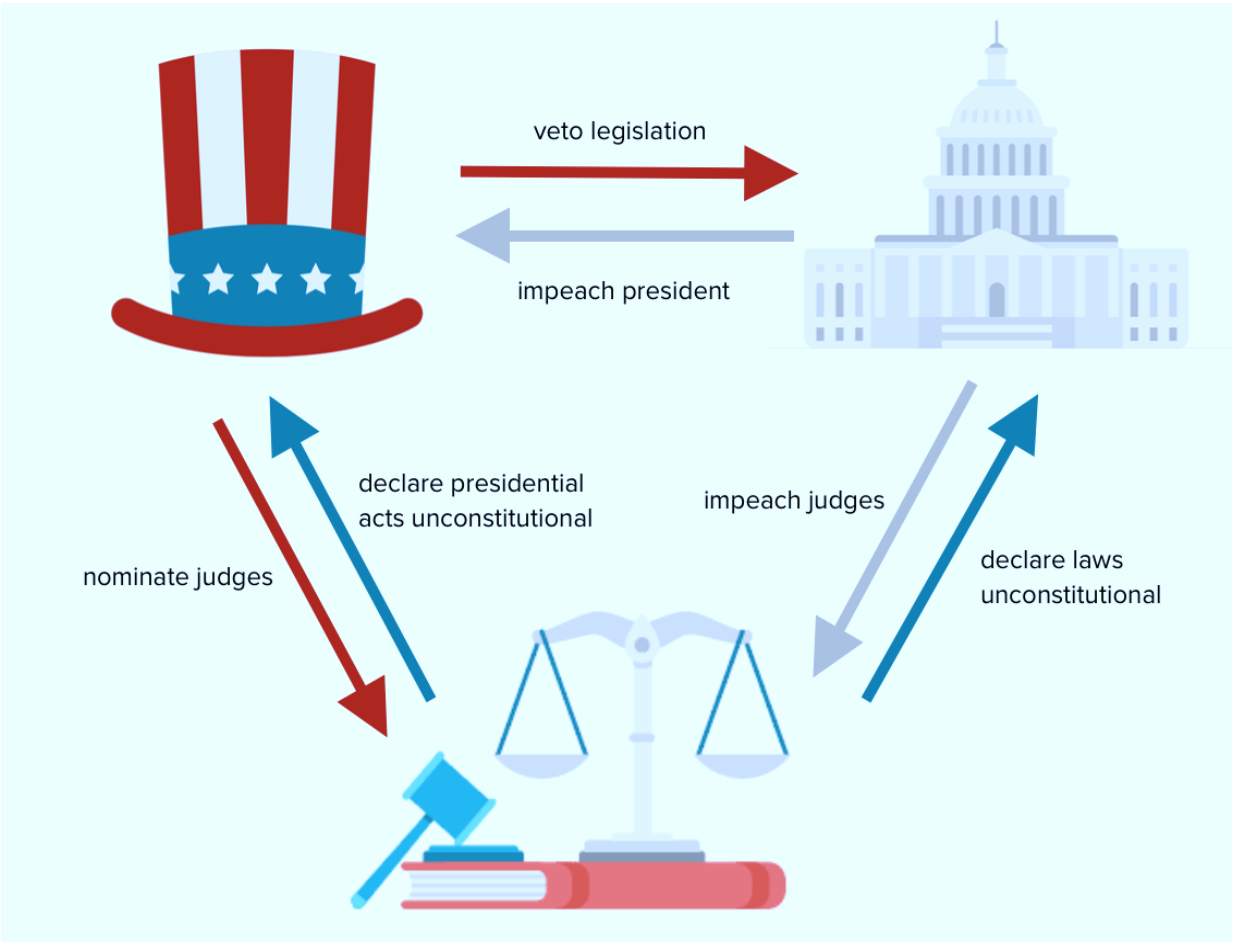
*https://www.google.com/search?q=aims%2Freasons+for+establishing+Christian+missions+in+Tonga.*

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

**PART A:** **Visual Interpretation**

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

**Resource A**
**The structure of US government: checks and balances**




*hanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-principles-of-american-government/a/principles-of-american-government-article*

1. Referring to **Resource A** list **TWO** (2) functions of the executive branch.

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_____

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| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

2. Name this system of government, shown in **Resource A**.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

_____

3. Describe the type of government named in no. 2 above.

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| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

4. Explain how this system of government shown in **Resource A** prevents one branch from becoming too powerful.

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_____
_____
_____
_____
_____
_____
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_____
_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

5. Identify the branch of government that can declare war for the country.

_____
_____
_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART B: Text Evaluation**

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

**Resource B**

**POLICY ISSUES**

**Human Rights and Democracy**

The protection of fundamental human rights was a foundation stone in the establishment of the United States over 200 years ago. Since then, a central goal of U.S. foreign policy has been the promotion of respect for human rights, as embodied in the Universal Declaration of Human Rights.

Supporting democracy not only promotes such fundamental American values as religious freedom and worker rights, but also helps create a more secure, stable, and prosperous global arena in which the United States can advance its national interests. In addition, democracy is the one national interest that helps to secure all the others. Democratically governed nations are more likely to secure the peace, deter aggression, expand open markets, promote economic development, protect American citizens, combat international terrorism and crime, uphold human and worker rights, avoid humanitarian crises and refugee flows, improve the global environment, and protect human health.

Bureau of Democracy, Human Rights, and Labor (DRL): DRL leads U.S. efforts to promote democracy, to protect human rights and international religious freedom, and to advance labor rights globally

*https://www.state.gov/policy-issues/human-rights-and-democracy/*

6. Identify the purpose of democracy in the USA, as stated in **Resource B.**

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_____

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

7. Explain the characters of democracy that is fundamental to US foreign policy as described in **Resource B.**

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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

8. Refer to **Resource B**, and identify an advantage of being democratically governed.

_____

_____

_____

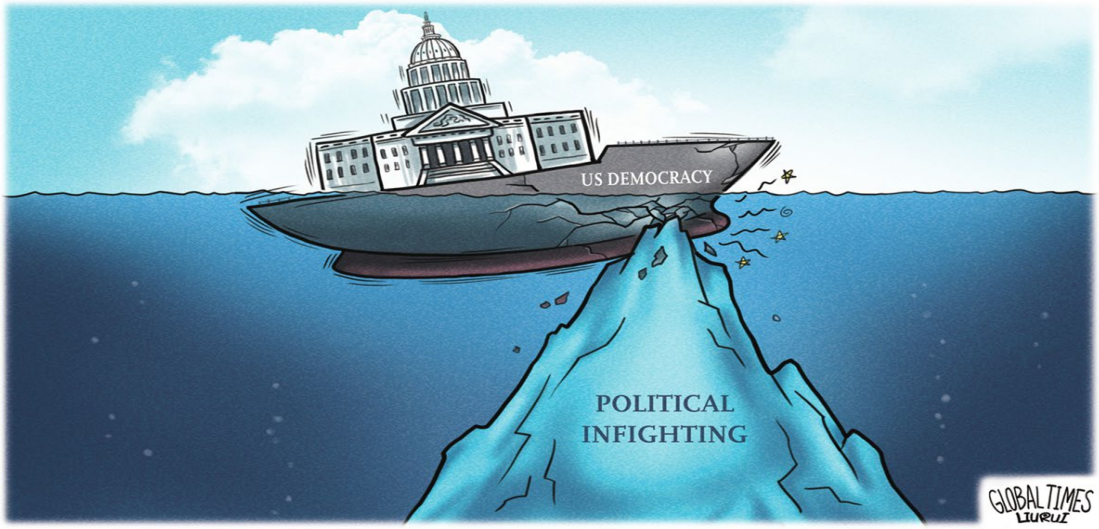
| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART C: Cartoon Evaluation**

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

**Resource C**

**OPINION / VIEWPOINT**




***"US democracy does not solve problems, but is a 'vetocracy' problem itself"***

By Xin Ping

Published: Jan 07, 2022 04:47 PM

*https://www.globaltimes.cn/page/202201/1245356.shtml*

9. Referring to **Resource C**, identify the opinion of the cartoonist about the American democracy.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

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_____

10. Explain how the cartoonist in **Resource C** is portraying democracy in the US. Give examples from the cartoon and your own knowledge to support your answer.

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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

**PART D: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 5.1 Account (give evidence and reasons) for the events related to the type of government in the USA. | 4 | | Irrelevant/ incorrect | Identify an event | -Identify an event<br>-Describe the event | -Identify an event<br>-Describe the event<br>-Explain | -Identify an event<br>-Describe the event<br>-Explain<br>-Account giving evidence and reasons |
| 5.2 Explain the importance of having this type of government for the USA | 3 | | Irrelevant/ incorrect | Identifying an importance | Describes type of government | -Identifying an importance<br>-describing the importance<br>-explaining importance of this government | |

**ESSAY TOPIC:**

- Account (give evidence and reasons) for the events related to the type of government in the USA.
- Explain the importance of having this type of government for the USA

**Resource D**

**History of the United States government**

The history of the United States government constitutes the formation, growth, development, and evolution of the federal government of the United States, including the constitution, the United States Code, the office of the presidency, the executive departments and agencies, Congress, the Supreme Court, and the lower federal courts. It includes government roles, structure, and policy in all aspects, including evolution of the governmental structure, formation of new agencies and departments, assumptions of new roles and functions, enactments of new codes, regulations, and laws, and inception of entirely new roles of government in American society from 1776 to the present day.

(Redirected from History of the United States Government)

What is a benefit of the federal system of government for the US?
The benefits of federalism are that it can encourage political participation, give states an incentive to engage in policy innovation, and accommodate diverse viewpoints across the country.
Federalism provides a way for different groups of people in different parts of the country to live together
Federal systems have at least two levels of government, the central level and a second level that includes territorial entities into which the country is divided, e.g. regions, states, provinces.
Federalism provides ways by which these different groups share power over common interests, but it also provides for these groups to have a level of autonomy vis-à-vis central state institutions

*https://www.idea.int/news-media/media/why-federalism*

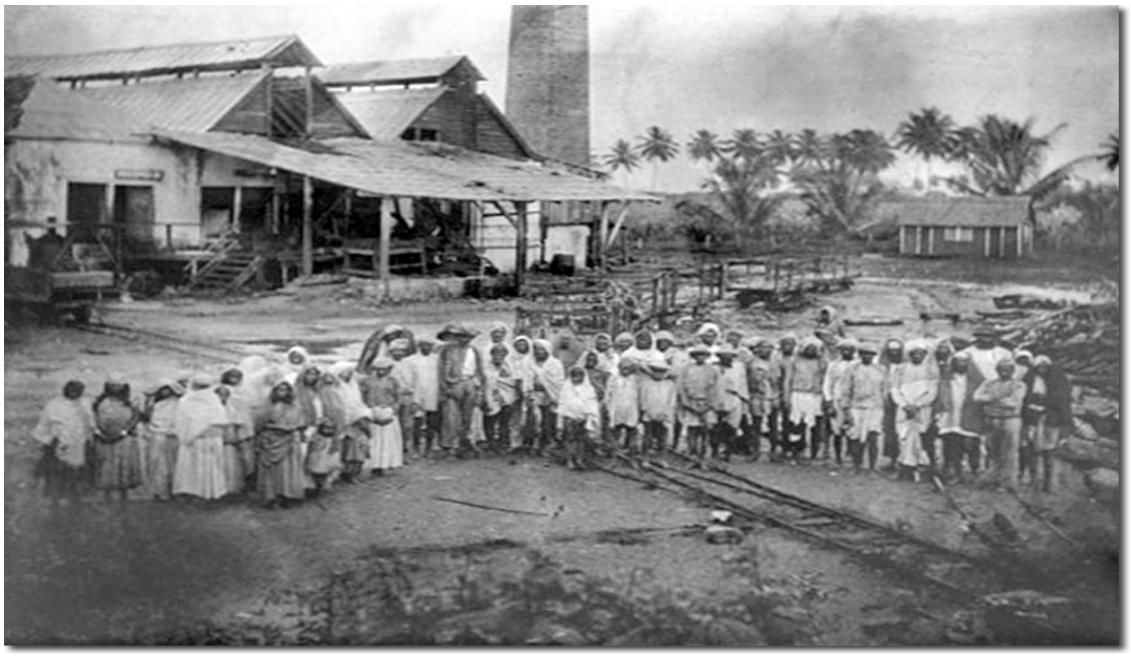
**QUESTION SIX: COLONIALISM, IMPERIALISM AND CAPITALISM:** The Major Colonial Powers in the Pacific 1870-1970s.

**PART A: Visual Interpretation**

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

**Resource A**

**Indentured Indian Labour in Fiji**



Some 60,000 Indians travelled to Fiji to work as indentured labourers usually on the sugarcane plantations. They were generally employed for periods of five years. As the workers were generally illiterate, the system came to be known as 'Girmit' (derived from the word 'agreement'), and later the labourers came to be called 'Girmitiyas'.

The system of indentured labour was formally outlawed in 1917 but many Indians never returned home and made Fiji their new home.

The British Empire

*https://www.britishempire.co.uk/maproom/fiji/indenturedlabour.htm*

1. Identify the key figure that established the indentured labour system in Fiji.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

_____

_____

_____

2. Refer to **Resource A**, describe the influences of the British rule on the Fijian economy.

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

3. Explain the advantages of the indentured labour system.

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

4. Identify the nature of British rule in Fiji as a colonial power.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

**PART B: Text Evaluation**

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

**Resource B**

**Discovery of New Caledonia**

New Caledonia was discovered in 1774 by the British navigator James Cook, who christened the country "New Caledonia" because the mountainous scenery of the Main Island reminded him of his native Scotland.

He noted that the country was populated by Melanesians (ancestors of the Kanaks).

On 24 September 1853, Rear Admiral Febvrier Despointes annexed New Caledonia on behalf of France to forestall any move by the British.

New Caledonia has been French ever since. The city of Noumea, the present capital of New Caledonia, was founded in 1854.

From 1864 onwards, thousands of convicts were shipped to the colony. New Caledonia was made a penal colony by Napoleon III; around 5,000 Communard deportees were sent there.

*https://www.newcaledonia.travel/en/history-economy*

5. With reference to **Resource B** above, identify the key figures who were instrumental in the presence of France in New Caledonia.

_____

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

6. Describe the influence France has on the New Caledonian society.

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_____

_____

_____

| Skill level 2 | |
|---|---|
| 2 | |
| 1 | |
| 0 | |
| NR | |

7 Explain characters and events related to the influence of the French in New Caledonia.

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

**PART C: Cartoon Interpretation**

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

**Resource C**

UNCLE SAM—YOU FELLOWS WILL PLEASE STAND BACK WHILE I TRY THESE OYSTER SANDWICHES MYSELF.

Date: April 12, 2017 Author: warriors18672

Political Cartoons of Hawaiian Conquest – Empires and Its Ruins

*https://www.google.com/search?q=Cartoons+on+US+in+Hawaii*

8. With reference to **Resource C**, identify **ONE** (1) of the countries represented by the men that Uncle Sam is warding off.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

_____

_____

_____

9. Explain the disadvantages of the annexation for the Hawaiian people.

_____

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_____

| Skill level 3 | |
|---|---|
| 3 | |
| 2 | |
| 1 | |
| 0 | |
| NR | |

10. Identify the former name of Hawaii before it was changed to Hawaii.

| Skill level 1 | |
|---|---|
| 1 | |
| 0 | |
| NR | |

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**PART D: 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

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

| Specific Learning Outcomes | Skill Level | Standard Student Response | | | | | |
|---|---|---|---|---|---|---|---|
| | | NR | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| 6.1 •Evaluate the characters and events related to the influence of the French in the New Caledonian society, economy and politics | 4 | | Irrelevant/ incorrect | Identify one character and influence with an explanation | Describes at least 2 influences with some explanation | - Identify<br>- Describes<br>- Clear explanation | -Identify<br>-Describes<br>-Clear explanation<br>-Thorough evaluation |
| -6.2. •Explain the reaction of the people of New Caledonia to the influence of the French in their society. | 3 | | Irrelevant/ incorrect | Identify one reaction | Describes the reactions | Explain reactions with clear identification and description | |

**ESSAY TOPIC:**

- Evaluate the characters and events related to the influence of the French in the New Caledonian society, economy and politics
- Explain the reaction of the people of New Caledonia to the influence of the French in their society.

**Resource D**

Pro-independence demonstrators hold a Kanak flags during a protest outside the New Caledonian northern province assembly © Reuters

*https://www.rt.com/news/542675-new-caledonia-independence-referendum-racism/*

**History of New Caledonia**

By 1860 French authority had been established over the southern third of the mainland, and in the next decade the French established policies for disposing of indigenous land, regrouping tribes, and appointing a system of tribal chiefs to represent the administration. By the end of the 19th century, large areas of Melanesian land had been alienated and the inhabitants relegated to reserves. Forced labour, limitations on travel, and curfews were imposed from the early days of colonial rule and became the basis of a system of administrative law codified in 1887 as the indigénat (native regulations). The indigénat, as well as the head tax, remained in force until 1946.

*https://www.britannica.com/place/New-Caledonia-French-unique-collectivity-Pacific-Ocean/History*

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