

MARKER CODE				



STUDENT ENROLMENT NUMBER									

Tonga National Form Seven Certificate

HISTORY

2016

QUESTION and ANSWER BOOKLET

Time allowed: Three Hours

INSTRUCTIONS

1. Write your **Student Enrolment Number (SEN)** on the top right hand corner of this booklet.
2. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
3. If you need more space for answers, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.
4. Answer **THREE** questions only. You **MUST** answer **Question 1(Compulsory)** and **TWO** others from Questions 2- 5. Tick the boxes of the questions you have chosen.

Question 1	✓	Conflicts and Resolution: Palestine and Israel 1945-1967	Pages 2-9
Question 2		Migration and Exploration: Peopling of the Pacific Islands	Pages 10-15
Question 3		Leadership: Indigenous Political Systems in the Pacific and Leadership Model	Pages 16-20
Question 4		Religion and Beliefs: Christian Missions in the Pacific	Pages 21-26
Question 5		Colonialism, Imperialism and Capitalism: Colonial Rule and Native Administration in the Pacific 1870-1970s	Pages 27-33

QUESTION 1

QUESTIONS 2 – 5

Compulsory

Answer TWO questions

Total

34 Skill Level

36 Skill Level

70 Skill Level

80 minutes

100 minutes

180 minutes

Check that this booklet contain pages 1-35 in the correct order and that page 34-35 has been deliberately left blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Question 1: Conflicts and Resolution: Palestine and Israel, 1945-1967

Answer ALL of the questions for all tasks shown.

TASK 1:

Resource A

Accordingly we, members of the People's Council, representatives of the Jewish Community of Eretz-Israel and of the Zionist Movement, are here assembled on the day of the termination of the British Mandate over Eretz-Israel and, by virtue of our natural and historic right and on the strength of the resolution of the United Nations General Assembly, hereby declare the establishment of a Jewish state in Eretz-Israel, to be known as the State of Israel.

An excerpt from the Declaration of the establishment of the State of Israel, Official Gazette: Number 1; Tel Aviv, 5 Iyar 5708, 14.5.1948 Page 1

Using **Resource A** above, answer the following questions.

1. Describe the events that followed after the Declaration of the establishment of the State of Israel?

Skill level 2	
2	
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2. Identify the leader of the People's Council mentioned in the above text?

Skill level 1	
1	
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Resource B



Cartoon by Cummings on the Suez Crisis

3. From **Resource B** above, identify which country is represented by the man with the long nose, on the left hand side.

Skill level 1	
1	
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NR	

4. Explain the significance of the Suez Crisis to the Palestinian and Israeli relation and the involvement of the UN police.

Skill level 3	
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Resource C



Between 1952 and 1970 there was one man at the heart of the drive for Arab unity

"For the first time an Egyptian leader from the people and not from the upper classes, was able to win the hearts of the Arab people, there was now contact with various Arab forces and dialogue, there was a common language, one with which all Arabs could identify, this paved the way for a common Arab strategy."

Source: Al Jazeera, 21 June 2008

5. Explain how the one man, mentioned above in Resource C, helped boost Arab nationalism.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Skill level 3	
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TASK 2

Resource A



Cartoon on the Six Day War

1. Explain your interpretation of the Six Day War illustrated by the cartoon above.

Skill level 3	
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2. Describe the significance of the sign posts shown in the second part of the cartoon.

Skill level 2	
2	
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Resource B

The 1967 war altered the map in a way that continues to define today's Middle East. It encouraged Israelis to believe they could settle and absorb conquered territories. Far beyond the Holy Land, the war it discredited the leaders of the pan-Arab dream and shook Arab faith in Soviet armaments. It also bolstered Islamists and others fed up with the Arab world's ruling elites, creating a dynamic which fuels modern international terrorism to this day.

The world's response to the 1967 war was U.N. Security Council Resolution 242, which called for the withdrawal of Israeli armed forces from territories occupied in the 1967 conflict, at the same time it called for the right of every state in the area to live in peace within secure and recognized boundaries. But passing resolutions is one thing; changing reality is quite another.

An excerpt from the Interactive: A Crisis Guide: The Israeli-Palestinian Conflict

Use **Resource B** in Page 6 to answer the following questions in the space provided.

3. Identify the country that started the 1967 war, as mentioned in **Resource B**?

Skill level 1	
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4. Name **ONE** (1) territory that Israel won as a result of the 1967 war.

Skill level 1	
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5. Explain the roles of the United Nations in this war and what the Council Resolution 242 was.

Skill level 3	
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TASK 3: WRITING AN ESSAY

Read the question carefully and write an essay of about 300-500 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

Evaluate how Arab nationalism contributed to the Arab-Israeli conflict. Discuss the relationship between Israel and the Arab world since 1945.

Sources:

The fledgling State of Israel was faced with many challenges. While fighting a war of survival with the Arab states who immediately invaded the new nation, Israel had to also absorb the shiploads of immigrants coming in daily to the Jewish homeland. Many were penniless refugees from Europe broken in body and in spirit. They needed immediate health and social services in addition to acculturation to their new home.

Creation of the State of

Arab nationalists believe that the Arab nation had existed as a historical entity prior to the rise of nationalism in the 19th–20th century. The Arab nation was formed through the gradual establishment of [Arabic](#) as the language of communication and with the advent of Islam as a religion and culture in the region. Both Arabic and Islam served as the pillars of the nation.

From Wikipedia, the free encyclopedia

PALESTINE AND ISRAEL 1945-1967



Question 2: Migration and Exploration: Peopling of the Pacific Islands

Answer ALL of the questions for all tasks shown.

TASK 1:

Resource A Lapita pottery



This unique style was one of several traits referred to as the 'Lapita cultural complex'.

Geoff Irwin, 'Pacific migrations - Into Remote Oceania: Lapita people', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/pacific-migrations/page-3> (accessed 7 October 2016)

1. Explain the origin of the Pacific people as supported by the Lapita Pottery shown in **Resource A** above.

Skill level 3	
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Resource B



Norwegian archaeologist Thor Heyerdahl, 1990
From Story: Pacific Migrations

1. The above-named person supported one theory of migration into the Pacific and set out to prove it. Describe in your own words what he did to prove this theory.

Skill level 2	
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Resource C

Origins of the Pacific's diverse peoples can be traced back along seaways to mainland Asia. Around 1200 BC migration into Remote Oceania began. Remote Oceania lies to the east and south of Near Oceania, and consists of Melanesia south-east of the Solomons, Micronesia and Polynesia. The islands are generally smaller, with fewer food resources, and were beyond the reach of simple water craft.

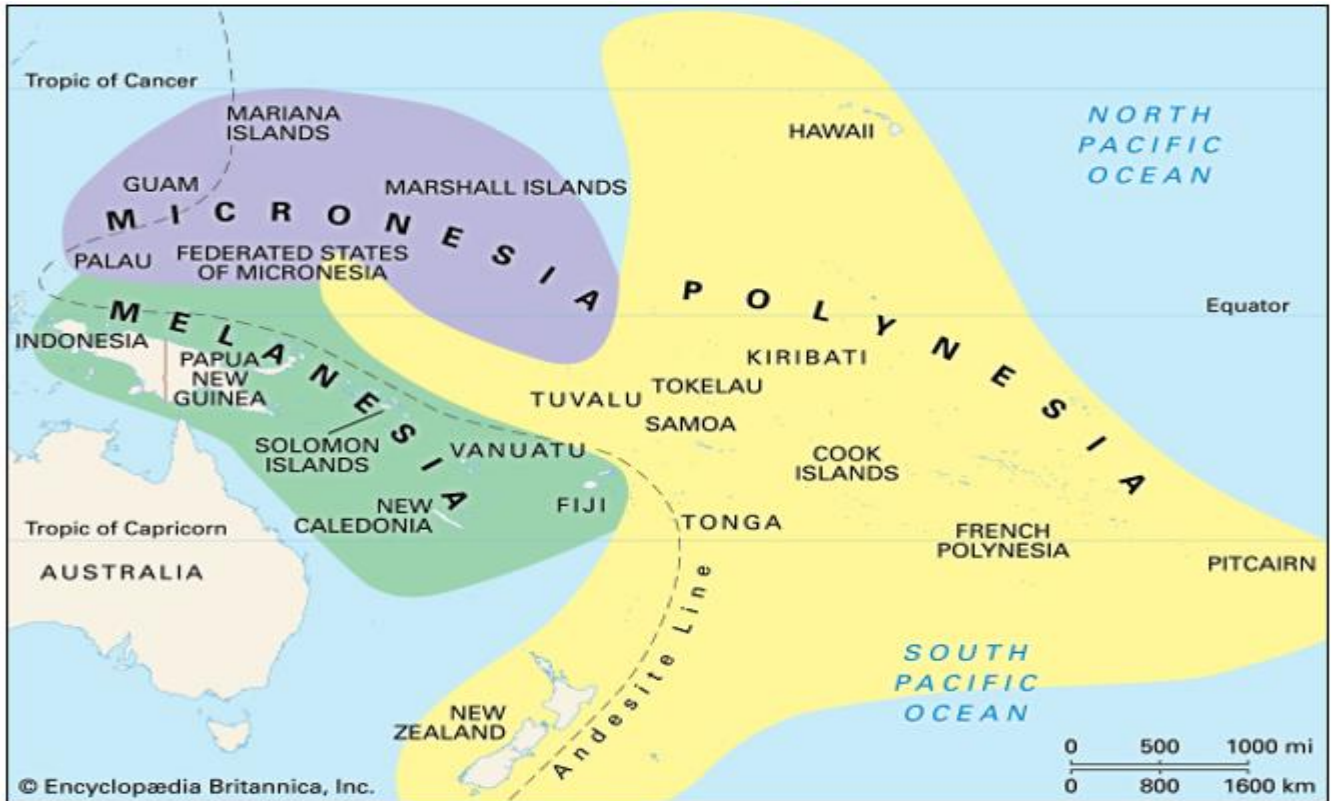
However, the migrating people had neolithic (New Stone Age) technologies, and food-producing economies. They had learned to explore the open sea and survive. After millennia of developments in boat building, and accumulated experience of seafaring in Near Oceania, skilled navigators began to explore in sophisticated canoes.

2. Give **ONE** (1) possible reason for the migration of these people into the Pacific.

Skill level 1	
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3. Of the 3 waves of migrations into the Pacific, identify which race explored in sophisticated canoes?

Skill level 1	
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TASK 2:**Resource A**

1. Refer to **Resource A** above, and in your own words explain, giving **THREE** (3) possible reasons for the location of the three races of the Pacific, in the Pacific.

Skill level 3	
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2. State the race that means small island groups.

Skill level 1	
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TASK 3: WRITING AN ESSAY

Read the question carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

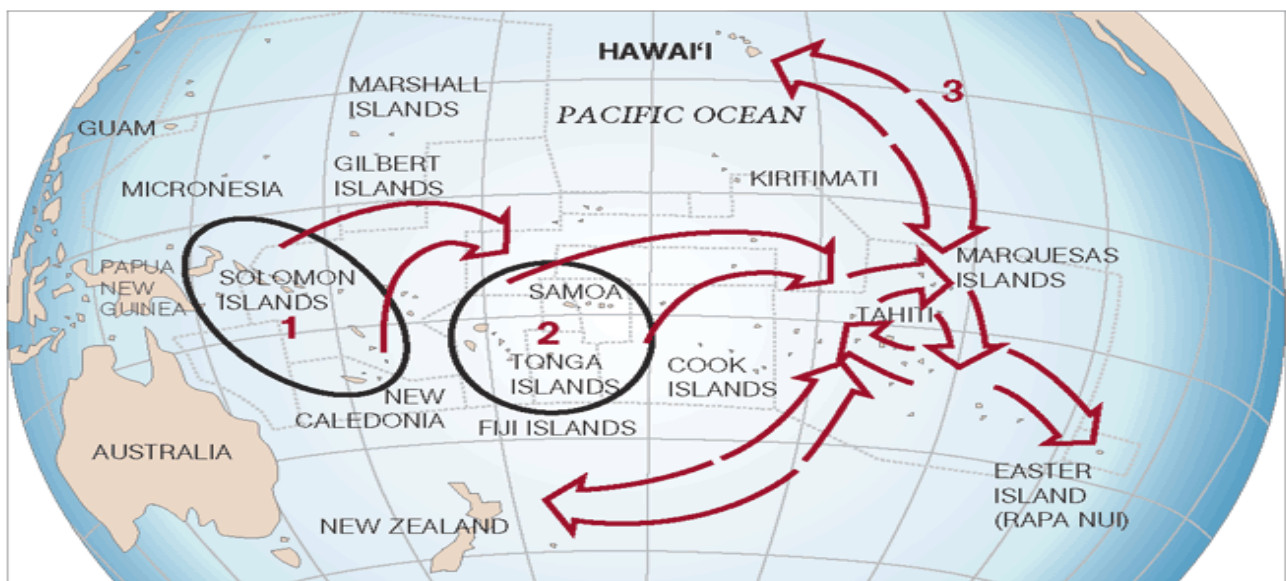
Explain in your own words the origin of the Pacific people.
Discuss the possibilities of the origin of the Pacific people by referring to the 2 migration theories.

Prior to the existence of scientific evidence such as DNA and geochemical analysis, speculation regarding Pacific Islanders' origins often suggested origin in the Americas, based on certain cultural and biological similarities between the two regions' indigenous societies. Because migration from South America to the Polynesian Islands would be easily facilitated by prevalent easterlies in the tropical Pacific, several prominent scholars made claims that islanders were descended from ancient Peruvians or other Amerindian peoples

Polynesian Migration: http://www.sea.edu/spice_atlas/rangiroa_atlas/polynesian_migration

Carbon dating and other techniques are leading archaeologists to a new view of the settlement of eastern Polynesia – supported by Polynesian cultural tradition – which suggests a comparatively recent settlement of eastern Polynesia and the existence of a vibrant voyaging and trading culture.

- 1** Voyagers left the region of New Guinea, Solomon Islands, Vanuatu and New Caledonia about 3,000 years ago, in 1000 to 800 B.C.
- 2** They arrived in the Fiji-Tonga-Samoa region, where they spent as much as 1,500 years before sailing out of Samoa, perhaps no earlier than 500 A.D.
- 3** While orthodox theory suggests a central east Polynesia jumping-off area in the Marquesas-Society Islands area, new archaeological work suggests the voyagers kept moving and quickly established a regional homeland – a multi-archipelago Polynesian homeland connected by active canoe voyaging, a single language and culture. Hawai'i was among the early settlements in 800 to 1000 A.D., perhaps established about the same time voyagers found the Marquesas, Tahiti and other islands. Outliers like Aotearoa (New Zealand) and Rapa Nui (Easter Island) may have been settled as late as 1200 A.D.



TranspacificProject.com: An Online Resource Centre on Transpacific Relations

SKILL LEVEL	i.	ii.
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Question 3: Leadership: Indigenous Political Systems in the Pacific and Leadership Model

Answer ALL of the questions for all tasks shown.

TASK 1

Resource A

It is a political philosophy holding that power should be vested in individuals almost exclusively based on ability and talent. Advancement in such a system is based on performance measured through examination and/or demonstrated achievement in the field where it is implemented.

<https://en.wikipedia.org/wiki/Aristocracy>

1. From the above **Resource A**, state the political philosophy it is describing.

Skill level 1	
1	
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NR	

2. Name **ONE** (1) Pacific island country that practices this political philosophy model.

Skill level 1	
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3. Describe the features of this political philosophy as a basis of forming a government.

Skill level 2	
2	
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4. Explain, giving **THREE** (3) reasons why this political philosophy described in **Resource A**, is a political system being practiced in the Pacific.

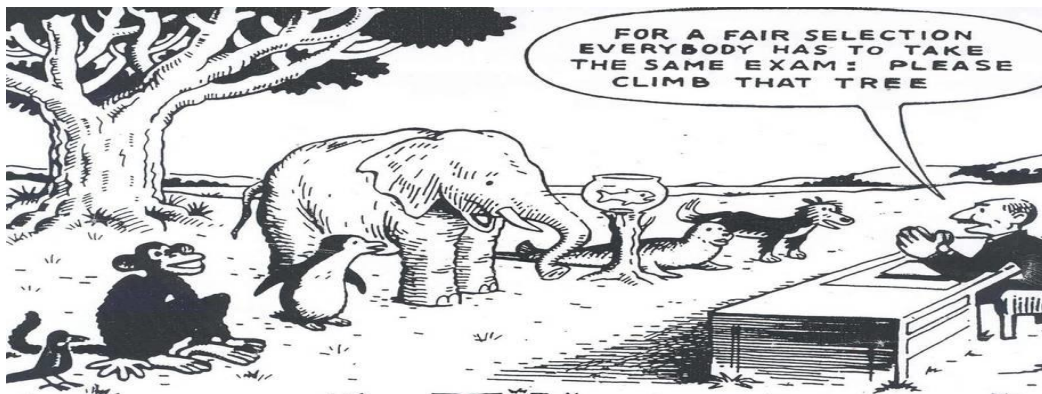
Skill level 3	
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TASK 3: WRITING AN ESSAY

Read the question carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

Explain the advantages and disadvantages of meritocracy or plutocracy as a basis of governance. Give examples from Pacific countries you have used as case studies to highlight your points.

Sources:



First published on *Schools Matter* on April 15, 2016

The myth of meritocracy

Meritocracy is what's politely called a dead duck. A child from a 'modest' background can only go from rags to riches in the sense that a human being can take off if they flap their arms around wildly enough. A disadvantaged child will nearly always and everywhere become a disadvantaged adult, and if you ignore the right-wing rhetoric and look at the data you might be a little less keen on hearing the 'M' word in future.

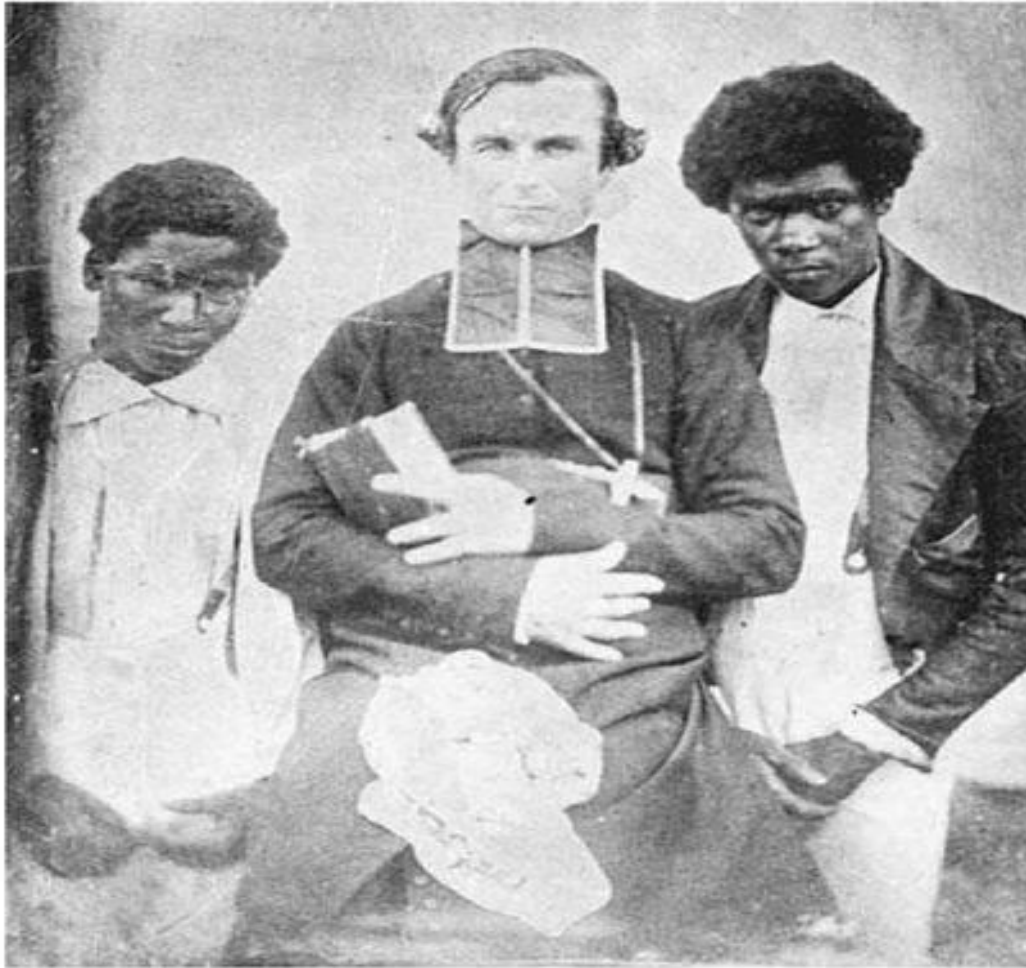
James Bloodworth, The Independent, Wed, 04 Jun 2014

Plutocracy, Then and Now - The Lesser of Two Evils

Plutocracy is abhorrent to a republic; it is more despotic than monarchy, more heartless than aristocracy, more selfish than bureaucracy. It preys upon the nation in time of peace and conspires against it in the hour of its calamity. Conscienceless, compassionless and devoid of wisdom, it enervates its votaries while it impoverishes its victims

William Jennings Bryan, 30 August

SKILL LEVEL	i.	ii.
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Resource B

*This missionary posed for a photograph with two Tahitian converts in French Polynesia around 1845.
Taken from: Missions, in the Pacific (Western Colonialism)*

2. Give **TWO** (2) reasons why mission stations were established in the Pacific, like the one above, in French Polynesia.

Skill level 2	
2	
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3. Identify which Christian mission is represented by the missionary, shown in the photograph in **Resource B**.

Skill level 1	
1	
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NR	

TASK 2:**Resource A**

The first missionaries that entered Fiji came via Tonga in 1835 as the Tongans were more receptive to the white man's religion (Tomlinson, Efficacy, Truth and Silence: Language ideologies in Fijian Christian conversions, 2009). The King of Tonga at the time was a relative of the chief of Lau, the Tui Nayau who welcomed his Tongan relations and the missionaries that they accompanied to Fiji (Methodist Church in Fiji, 2012). Other missionaries from different Christian denominations and countries followed and made their mark in shaping the future of the country. Every new group of people that enter a country will bring with them changes that will affect their host country. The coming of the missionaries to Fiji in the early century helped to develop and shape the country's future but also had its fair share of negative impacts.

From The impact of Christian Missionaries on Fiji in the 18th century, 2013

1. Identify which Christian mission first entered Fiji, according to the above Resource.

Skill level 1	
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2. Explain the impact of Christianity on the development of Fiji, as mentioned in the above resource.

Skill level 3	
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3. Name the Tui Nayau, mentioned in the above text, who welcomed his relatives to Fiji.

Skill level 1	
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TASK 3: WRITING AN ESSAY

Read the question carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

Referring to one or two Pacific islands that you have studied in this topic, discuss characters and events related to the impact of Christian missions in the Pacific.

Sources:

The great majority of Protestant missionaries of this period were British and American; Roman Catholics were mainly French. Having already been exposed to Western trading contact, the islanders embraced Christianity, largely by choice and for reasons that seemed valid to them at the time.

The march of “civilization” against “barbarism” is a late-19th-century construct that cast imperialist wars as moral crusades. Driven by competition with each other and economic pressures at home, the world’s major powers ventured to ever-distant lands to spread their religion, culture, power, and sources of profits.

The Methodists began arriving in Tonga in 1822 and Fiji in 1835. Roman Catholic missionaries began working in New Caledonia in the 1840s, and, at about the same time, the Church of England began to penetrate into Oceania from New Zealand. Meanwhile, Polynesian societies were facing varying degrees of lawlessness and disorder at the hands of European beachcombers and traders. British missionaries responded to the situation by creating missionary kingdoms, whereas the French established direct political control.

SKILL LEVEL	i.	ii.
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Question 5: Colonialism, Imperialism and Capitalism: Colonial Rule and Native Administration in the Pacific 1870-1970s.

Answer ALL of the questions for all tasks shown.

TASK 1:

Resource A
The Era of Formal Colonisation

Up until the 1870s, Britain had attempted to exert its influence throughout the region without taking formal possession of the Pacific Islands. Thus the costs of administration and obligations for defence were kept to an absolute minimum. The exceptions, as we have seen, were in Australia and New Zealand. Otherwise, British policy had been to encourage and strengthen the authority of indigenous rulers and use the Royal Navy to keep the peace and maintain the freedom of movement on the seas. It is something of a paradox that many of the requests for formal annexation and colonisation throughout the Pacific came from colonists themselves.

From the Pacific Region and the British Empire

1. According to the above texts give **TWO** (2) reasons why Great Britain was reluctant to colonise the Pacific islands, even in the early 1870s.

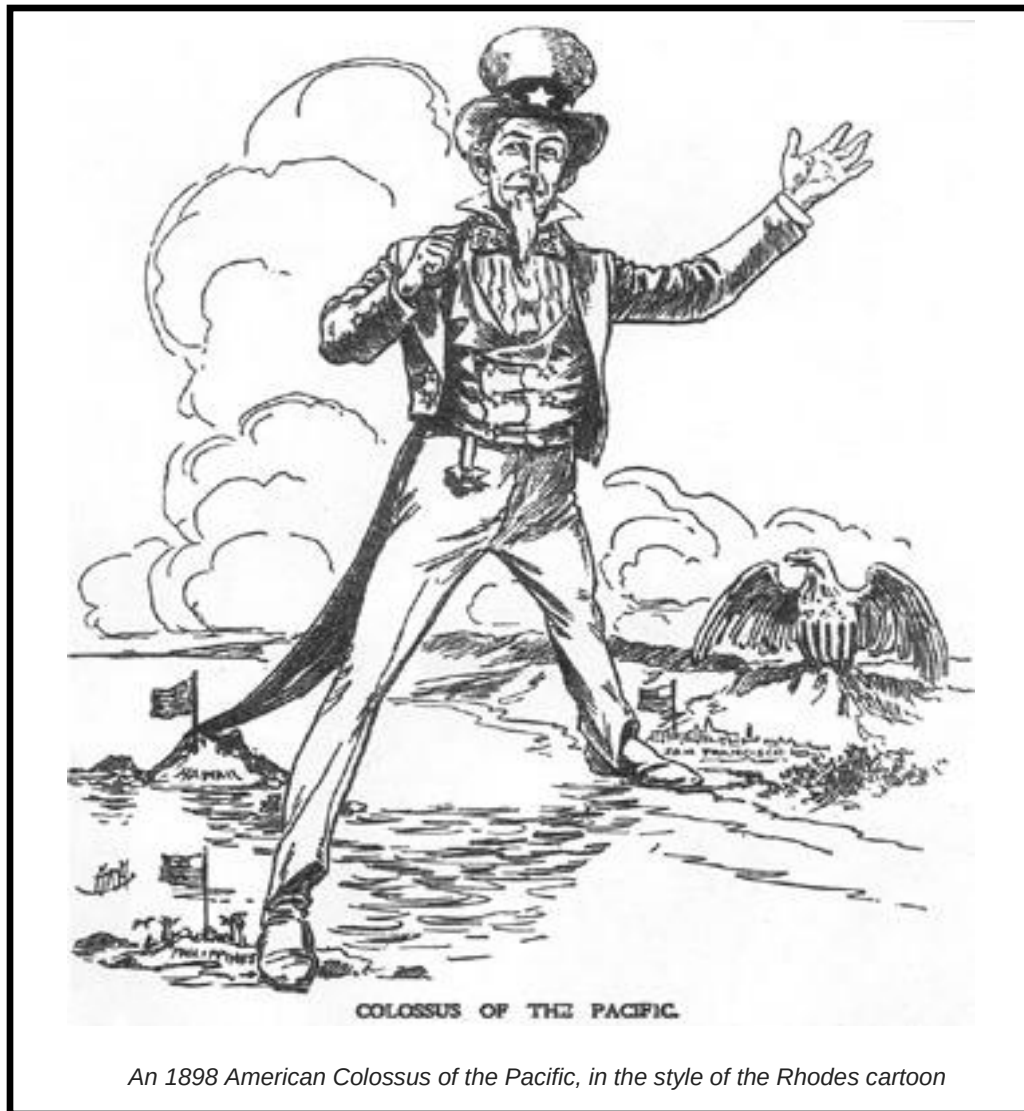
Skill level 2	
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2. Referring to the last sentence of the text in **Resource A**, explain what this means and give examples from one or two Pacific islands you have studied to prove this.

Skill level 3	
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TASK 2

Resource B



From the Rhodes Colossus – Wikipedia

3. Name the country that the man, standing astride, in the above resource is representing?

Skill level 1	
1	
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4. Identify **ONE** (1) Pacific island nation that this man, shown in the above cartoon, colonised.

Skill level 1	
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Resource C

Colonialism is the establishment of a colony in one territory by a political power from another territory, and the subsequent maintenance, expansion, and exploitation of that colony. The term is also used to describe a set of unequal relationships between the colonial power and the colony and often between the colonists and the indigenous peoples.

From Wikipedia, the free encyclopedia:

5. Identify **ONE** (1) European power that established a colony in the Pacific.

Skill level 1	
1	
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6. From the above **Resource C**, it gives the definition of Colonialism. Use one of the Pacific islands studied to illustrate clearly the definition of Colonialism.

Skill level 3	
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TASK 3: WRITING AN ESSAY

Read the question carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

Using one of the Pacific countries you have studied this topic, explain the road it took to independence. Describe the role of the United Nations in the Pacific Islands' push for decolonization?

Sources:

Decolonisation

The Decolonisation process arrived late in the Pacific. The British were convinced that a certain size and level of development was necessary before full independence should be conferred. The Pacific was pretty much the very last part of the Empire to have been dismantled.

From The Pacific Region and the British Empire



GIVING AWAY NEW GUINEA.
"The ancient 'parliament, no ancient League, God across U.N.O.—200-one big new title made, what's that?"

Giving away New Guinea cartoon by Ted Scorfield. The Bulletin 6 February 1946

Mau movement leaders and Tupua Tamasese Lealofi III in front of the octagonal Mau office, 1929.

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