

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA NATIONAL FORM SEVEN CERTIFICATE 2022

HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:

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

QUESTION		TOPICS	TOTAL SKILL LEVEL
ONE		COOPERATION AND CONFLICT: PALESTINE AND ISRAEL 1945-1967	26
QUESTION TWO-SIX	Please ✓ choice	OPTIONAL TOPICS	
TWO		MIGRATION AND EXPLORATION	22
THREE		LEADERSHIP	22
FOUR		RELIGION AND BELIEFS	22
FIVE		GOVERNMENT AND GOVERNANCES	22
SIX		COLONIALISM, IMPERIALISM AND CAPITALISM	22

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 **2-55** in the correct order and that none of the pages is blank.

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

COMPULSORY QUESTION

QUESTION ONE: Cooperation and Conflict - Palestine and Israel 1945 – 1967

You MUST answer Question 1

Answer ALL the questions for all tasks shown

TASK 1: CARTOON EVALUATION

Resource A

Duking it Out: The Ongoing Conflict Between Palestine and Israel: An Opinion Piece

June 8, 2020 By JMore Juniors



A political cartoon portrays the cartoonist's view of Arab influence in Palestine. (Image credit: David Horsey, political cartoonist)

- [illegible]

Skill level 3	
3	
2	
1	
0	
NR	

- [illegible]

Skill level 2	
2	
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NR	

Skill level 3	
3	
2	
1	
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NR	

4. With reference to **Resource B**, describe the effects of the Six-Day War on the Palestinians and supporting Arab countries.

Skill level 2	
2	
1	
0	
NR	

5. Identify the country that controlled the West Bank before losing it to Israel in 1967.

Skill level 1	
1	
0	
NR	

TASK 3: VISUAL INTERPRETATION

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

Resource C



Suez Crisis: British occupation of Port Said

British soldiers supervising a crowd in Port Said, Egypt, while food is distributed during the Suez Crisis, November 12, 1956.

<https://www.britannica.com/event/Arab-Israeli-wars> © Fox Photos—Hulton Archive/Getty Images

6. Explain the reasons for the British occupation of Port Said, as shown in **Resource C** above.

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

Skill level 3	
3	
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NR	

7. Describe the events related to the British soldiers' supervision of the crowd in Port Said, Egypt, as shown in **Resource C**.

Skill level 2	
2	
1	
0	
NR	

8. Describe the outcomes of the Suez Crisis for all the countries involved.

Skill level 2	
2	
1	
0	
NR	

TASK 4: ESSAY WRITING

Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric given below. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Evaluate the events related to the Jewish migration after World War II.
Discuss the impacts of the Jewish migration on its relations with Palestine.



The Palmach, Immigration to Israel, 18 July 1947

By מידע אין - The Palmach Archive via the PikiWiki - Israel free image collection project, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=20336470>



A stream of Palestinian refugees on the Lebanon Road, on Nov. 4, 1948. The Arab villagers fled from their homes during fighting in Galilee between Israel and Arab troops. (Jim Pringle/AP)

The Washington Post Democracy dies in the darkness

1948: A regional conflict grows amid the end of the British mandate for Palestine and Israel's declaration of independence in May 1948. A coalition of Arab states, allied with Palestinian factions, battle Israeli forces. In the end, Israel controls a large portion of territory. Hundreds of thousands of Palestinians flee or are driven from their land.

POSTWAR REFUGEE CRISIS AND THE ESTABLISHMENT OF THE STATE OF ISRAEL

"The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the reestablishment of the Jewish State, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations."

<https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel>

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

QUESTION TWO: Migration and exploration: Peopling of the Pacific Islands

Answer **ALL** the questions for all tasks shown.

TASK 1: TEXT INTERPRETATION

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

Resource A**Pacific navigation and exploration****Early theories**

The first explorers had no maps or navigational instruments, and there has been spirited debate among sailors and scholars as to how they settled the region. Early theories ranged from mythical hero navigators who discovered new lands and returned home with sailing directions, to accidental voyagers who drifted away from islands to which they could not return. Complicating the argument was the myth of a South American origin, advocated by some 19th-century scholars and popularised in the 20th century by the archaeologist Thor Heyerdahl.

Story: Pacific migrations

<https://teara.govt.nz/en/pacific-migrations/page-5>

1. Describe how early settlers settled the Pacific.

Skill level 2	
2	
1	
0	
NR	

2. Name the migration theory regarding the peopling of the Pacific made popular by the archaeologist Thor Heyerdahl, mentioned in **Resource A**.

Skill level 1	
1	
0	
NR	

3. According to **Resource A** explain the debates on how the Pacific region was settled.

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Skill level 3	
3	
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TASK 2: VISUAL INTERPRETATION

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

Resource B

Lapita pottery



A human face stares from these remnants of Lapita pottery, dated 1000 BCE. They come from the Santa Cruz group of islands, south-east of the Solomon Islands. Around 3000 BCE ceramic-making peoples appeared in Taiwan. Taiwanese pottery was red-slipped but otherwise plain. Over the next 1,500 years their descendants moved south and south-east towards Near Oceania. In the Bismarck Archipelago these Austronesian peoples mixed with the indigenous inhabitants and the Lapita culture, with its distinctive pottery, emerged. Lapita pottery had surface decorations; these motifs probably already existed in tattoos.

Story: Pacific migrations

<https://teara.govt.nz/en/photograph/1766/lapita-pottery>

4. Identify the Migration theory supported by the Lapita pottery, as stated in **Resource B**.

Skill level 1	
1	
0	
NR	

5. Explain how the Lapita pottery supports the migration theory described in **Resource B**.

Skill level 3	
3	
2	
1	
0	
NR	

6. Trace the routes of the Lapita culture according to **Resource B**.

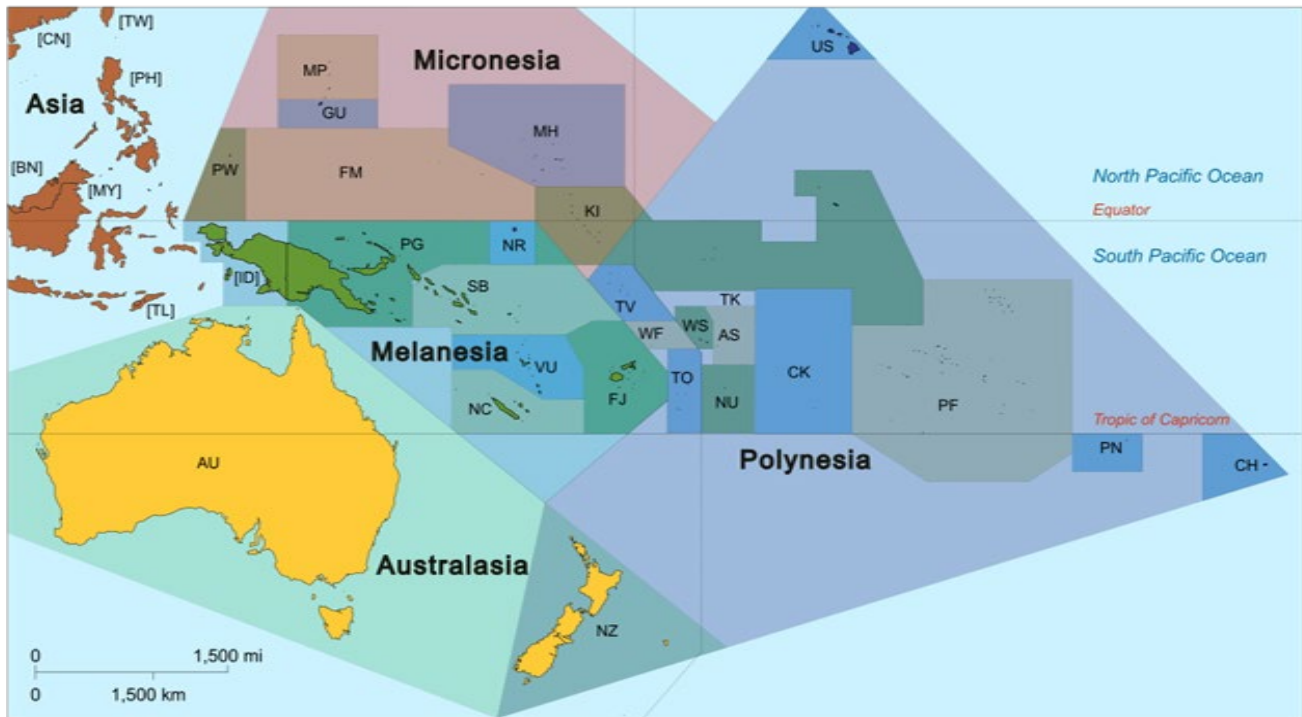
Skill level 2	
2	
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NR	

TASK 3: RESOURCE INTERPRETATION

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

Resource C

Pacific Islanders originate from countries within the Oceanic regions of Polynesia, Melanesia, and Micronesia.



From Wikipedia, the free encyclopedia

7. Name the different waves of migrants to the Pacific.

8. Describe the evidence which supports the different waves of migration into the Pacific.

Skill level 1	
1	
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NR	

Skill level 2	
2	
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TASK 4: ESSAY WRITING

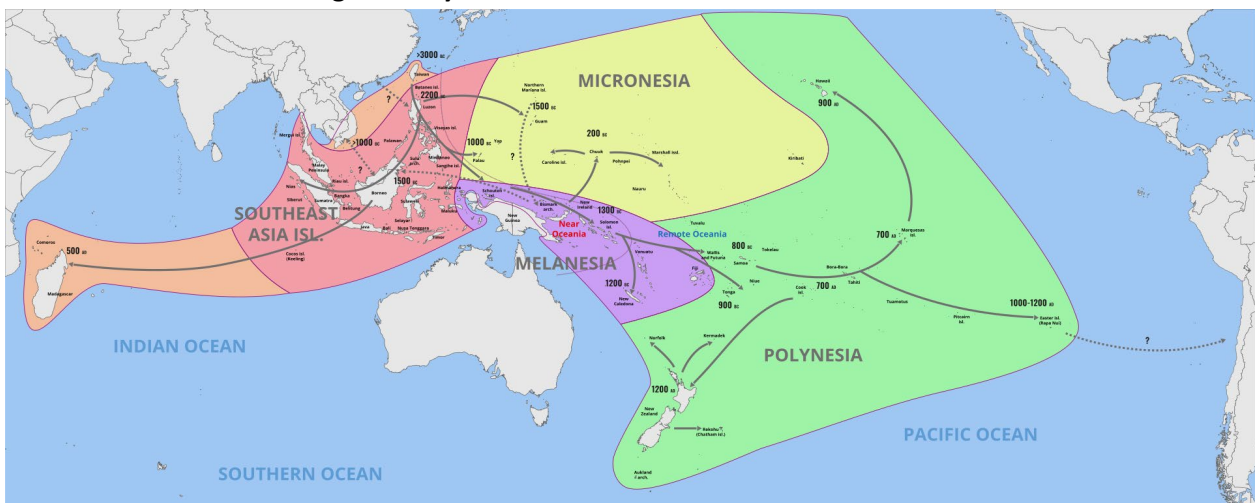
Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric given. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Explain the origin of the Pacific peoples backing it with historical evidences.
Compare the features of the different waves of migration into the Pacific and what caused these waves.

Chronological dispersal of the Austronesian peoples across the Pacific.

Migration by sea in the south Pacific: 2000 BC - AD 800



Probably at first more by accident than design, the islands of the south Pacific are reached by people sailing or drifting from Southeast Asia. The first to be settled are those immediately to the east of New Guinea and Australia - the region given in modern times the name of Melanesia, because of the dark skins of the inhabitants (from the Greek melas black and nesos island).

Pacific voyaging and discovery

Great skill and courage was needed to sail across vast stretches of open sea. Between 1100 and 800 BCE these voyagers spread to Fiji and West Polynesia, including Tonga and Samoa.

Around 1000 years ago people began to inhabit the central East Polynesian archipelagos, settling the closest first.

<https://nzhistory.govt.nz/culture/encounters/polynesian-voyaging>

The Peopling of the Pacific from a Bacterial Perspective

Two prehistoric migrations peopled the Pacific. One reached New Guinea and Australia, and a second, more recent, migration extended through Melanesia and from there to the Polynesian islands.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2827536>

Scoring Rubric:

Specific Learning Outcomes	Skill Level	Standard Student Response				
		Level 0	Level 1	Level 2	Level 3	Level 4
Explain the origin of the Pacific peoples backing it with historical evidences.	4	No response or irrelevant	Explain only 1 significance	Explain 2 significances in terms of culture, people, etc.	Explain 3 significances clearly and their effects on the Pacific region. Good example	Explain 3 or more significances and clearly tie them and their effects on Pacific culture, people, etc. Very well presented with good examples
Compare the features of the different waves of migration into the Pacific and what caused these waves.	3	No response or irrelevant	Describe only 1 evidence	Describe evidences well with 2 evidences or more		

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

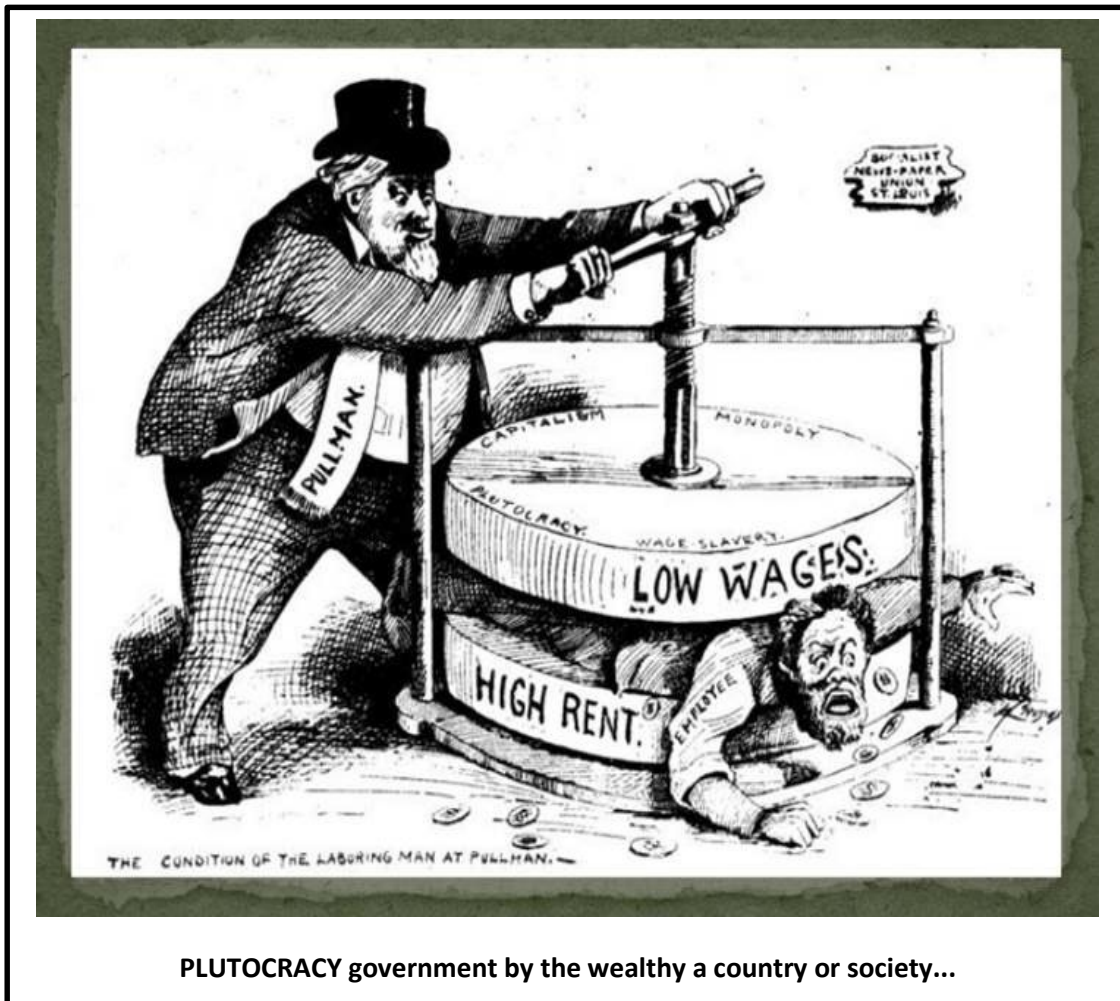
QUESTION THREE: Leadership: Indigenous Political Systems in the Pacific and Leadership Models

Answer ALL the questions for all tasks shown

TASK 1: CARTOON EVALUATION

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

Resource A



1. Define the term Plutocracy as shown in **Resource A** above.

Skill level 1	
1	
0	
NR	

2. Explain characters of Plutocracy as shown in **Resource A**.

Skill level 3	
3	
2	
1	
0	
NR	

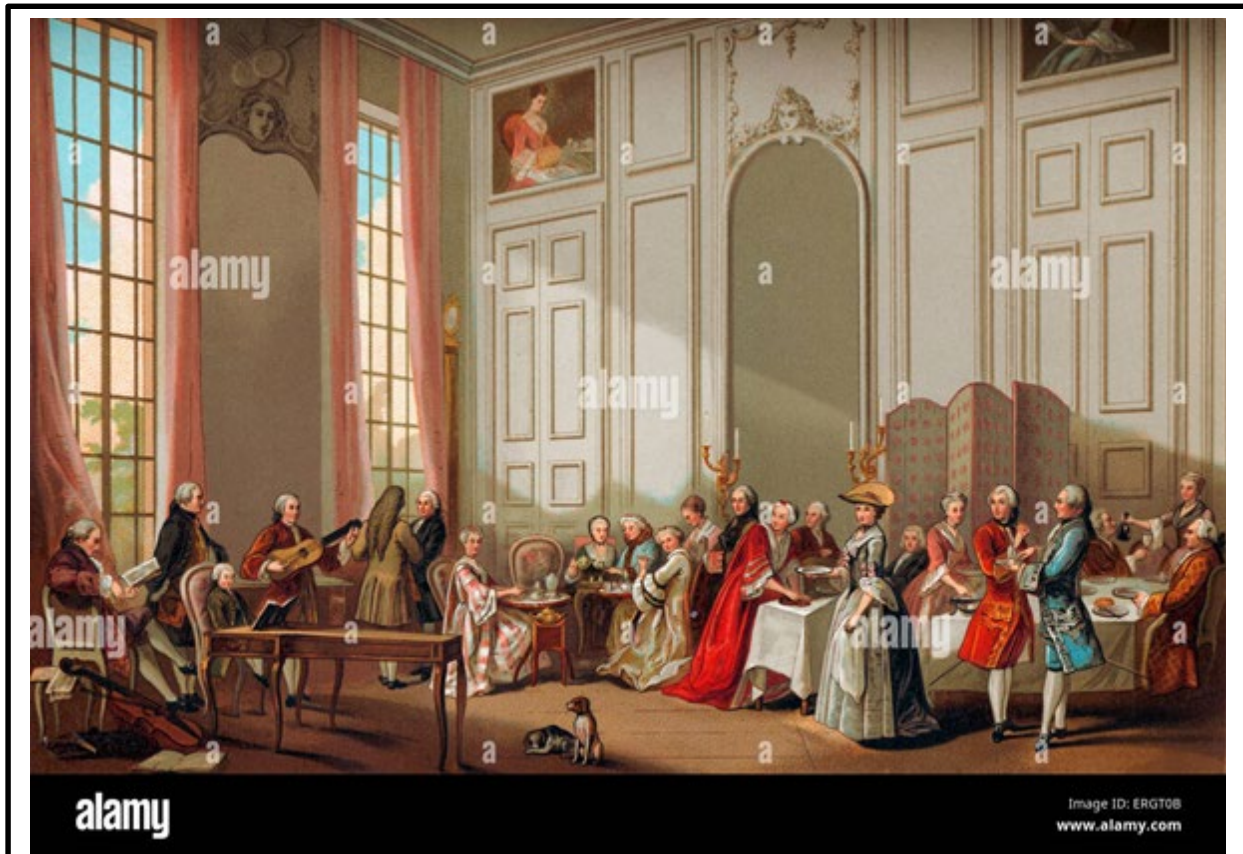
3. Describe the features of Plutocracy that would make it attractive to be used as a form of government.

Skill level 2	
2	
1	
0	
NR	

TASK 2: VISUAL INTERPRETATION

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

Resource B



Aristocracy hi-res stock photography and images – Alamy

Source: Cartoonstock.com

4. Identify another term that relates closely to Aristocracy, as shown in **Resource B**.

Skill level 1	
1	
0	
NR	

5. Name a country in the Pacific that practices Aristocracy.

Skill level 1	
1	
0	
NR	

6. Describe features of Aristocracy, shown in **Resource B**, which makes it a basis for that form of government to be used.

Skill level 2	
2	
1	
0	
NR	

Resource C

Aristocracy refers to a government form in which a small, elite ruling class — the aristocrats — have power over those in lower socioeconomic strata. Members of the aristocracy are usually chosen based on their education, upbringing, and genetic or family history. Aristocracies often connect wealth and ethnicity with both the ability and right to rule.

Updated August 16, 2022

7. Explain why Aristocracy is acceptable as a political system to be practiced in the Pacific.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

8. Describe the characters of aristocrats as explained in **Resource C** that makes them form an aristocratic government.

Skill level 2	
2	
1	
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TASK 4: ESSAY WRITING

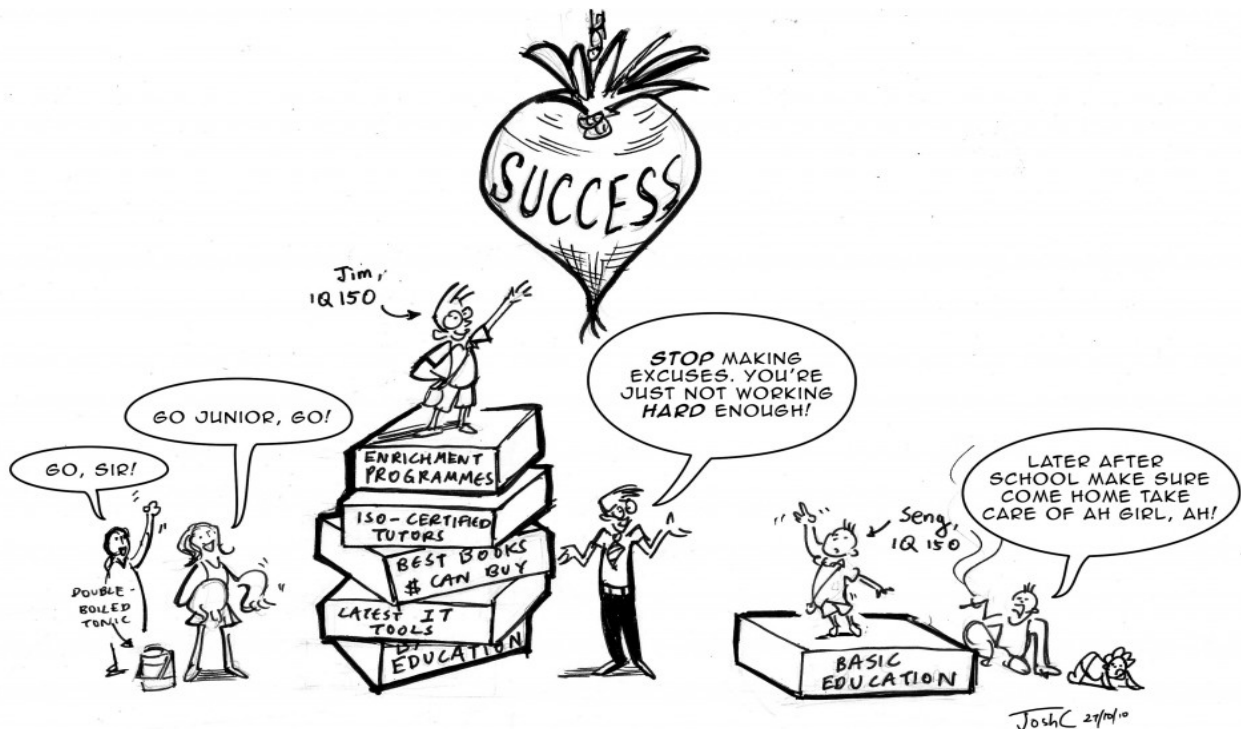
Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric given. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Use a case study on a Meritocracy method of government that you've studied in class to help you answer the following essay question.

Evaluate the characters and events related to Meritocracy.

Explain the aims/purposes for practicing the meritocracy model as a basis for forming such a government.



MERITOCRACY

Meritocracy cartoon, October 29, 2010 (Josh C. Lyman via <http://www.clibsy.com/>).

Getting the Job due to Higher Qualifications. Why it's Meritocratic: We could consider getting a job due to higher qualifications as a sign of meritocracy working. In this instance, you'd get the job purely based on your ability to outdo your competitors and not based on factors like nepotism or politicking.

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QUESTION FOUR: Religion and Beliefs: Christian Missions in the Pacific

Answer ALL the questions for all tasks shown

TASK 1: TEXT INTERPRETATION

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

Resource A**Missions, in the Pacific**

Christianity was brought to the Pacific Islands by missionaries from Western Europe. From the 1660s Spanish Roman Catholic priests, from their base in the Philippines, began missionary work in several island groups of the North Pacific. In the South Pacific, missionary activity was dominated by evangelical Protestantism. The first permanent mission was commenced by British missionaries of the London Missionary Society (LMS), which sent its first agents to eastern Polynesia in 1797. During the nineteenth century, many other branches of Western Christianity established missions in the Pacific Islands. These included Anglicans, Methodists, Roman Catholics, Presbyterians, French Reformed, Lutherans, and Seventh-day Adventists.

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/missions-pacific>

1. Identify the Missionary activity that dominated the work of Christianity in the Pacific.

Skill level 1	
1	
0	
NR	

2. With reference to **Resource A** above, describe the features of the permanent Christian missions that started in the Pacific.

Skill level 2	
2	
1	
0	
NR	

3. Describe the impacts of the various Christian missions that were established in the Pacific.

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

Skill level 3	
3	
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NR	

TASK 2: RESOURCE INTERPRETATION

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

Resource B

Missions, in the Pacific

After the end of World War II in 1945, the Protestant and Anglican missions moved slowly toward their goal of creating self-sustaining island churches with an indigenous ministry. This process paralleled moves by Western colonial powers in the postwar years toward decolonization. In every island group, these missions had evolved into self-governing churches before the achievement of political independence in the 1960s and 1970s. The Roman Catholic missions, committed to a celibate and Latin-educated priesthood, moved more slowly toward the indigenization of their leadership.

Encyclopedia of Western Colonialism since 1450

History Encyclopedias almanacs transcripts and maps Missions, in the Pacific

4. Explain a process mentioned in **Resource B** above which was related to the political influence of Christian missions in the Pacific.

Skill level 3	
3	
2	
1	
0	
NR	

5. Identify a reason for the slowness in the Catholic commitment towards granting leadership to the Indigenous people.

Skill level 1	
1	
0	
NR	

6. Identify the goal of the Protestant and Anglican missions in the Pacific as mentioned in **Resource B**.

Skill level 1	
1	
0	
NR	

TASK 3: CARTOON EVALUATION

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

Resource C



7. Describe the impacts of Christian missions on the Pacific people.

	Skill level 2	
	2	
	1	
	0	
	NR	

8. Referring to **Resource C**, describe the main features of Christian missions established in the Pacific society.

	Skill level 2	
	2	
	1	
	0	
	NR	

TASK 4: ESSAY WRITING

Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric given. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Use a country that you have studied in class and the resources provided below to help you answer the essay question.

Evaluate the characters and events related to the influence of Christian missions in governments and politics of the Pacific

Discuss the reasons why these missions were established in the Pacific.



A Twisted Crown of Thorns

The Missionary who forgot his message. | A Twisted Crown of Thorns ©Walter M. Goldberg

What was its purpose in building the missions?

Image result for reasons why these missions were established in the pacific

The main goal of the California missions was to convert Native Americans into devoted Christians and Spanish citizens. Spain used mission work to influence the natives with cultural and religious instruction.

History Channel <https://www.history.com>

Missionaries cartoons and comics



Scoring Rubric:

Specific Learning Outcomes	Skill Level	Standard Student Response				
		Level 0	Level 1	Level 2	Level 3	Level 4
Evaluate the characters and events related to the influence of Christian missions in governments and politics of the Pacific	4	No response or irrelevant	Stating with no elaboration	Identify Describe: Characters / events with reference	Identify Describe Explain: Characters/ events with reference	Identify Describe Explain Evaluate: Characters/ events with reference
Discuss the reasons why the missions were established in the Pacific.	3	No response or irrelevant	Giving only 1 reason	Identify Describe: reasons	Identify Describe Explain: reason	

QUESTION FIVE: Government and Governance: England 1558 – 1667

Answer **ALL** the questions for all tasks shown

TASK 1: TEXT EVALUATION

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

Resource A**Why did King Charles I Resort to Personal Rule in 1629?**

The broad overall reason for the collapse of relations between Parliament and the King is the conflict of the ancient feudal system under the King against the system that Parliament was trying to impose of increased parliamentary power and increasingly joint rule. The will of Parliament for change represented a new era.

This period also marks a very important, but often overlooked, development in the way the King was regarded by Parliament. Around the time that the Personal Rule started, Parliament for the first time conceded that the King could be at fault and it was not just his misguiding advisors that were to blame.

By Charlie Howarthhe

<https://www.markedbyteachers.com/as-and-a-level/history>

1. Explain the reasons for the political rivalry between Parliament and the King.

Skill level 3	
3	
2	
1	
0	
NR	

2. With reference to **Resource A**, describe how the will of Parliament changed as a result of this tug of war with the King.

Skill level 2	
2	
1	
0	
NR	

3. Identify the result of this tug of war between King Charles and Parliament.

Skill level 1	
1	
0	
NR	

TASK 2: TEXT COMPREHENSION

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

Resource B

Sacrificial Kings and Martyred Rebels: Charles and Rainborowe Beatified Rachel Willie

In a dramatic end to Civil War, in January 1649, England witnessed the public execution of Charles I. After this event, the iconography of 'Charles the Martyr' was frequently used to explicate royalist grief, and to comprehend the execution of the anointed king.

The Famous Tragedie of Charles I (1649) narrates the **regicide** and styles Charles a martyr. However, the discourse is de-established by the appearance of Colonel Rainborowe, a radical parliamentarian who was also depicted as a martyr by his supporters.

At the **Restoration**, The Famous Tragedie was revised to celebrate the death of Oliver Cromwell. Cromwell's Conspiracy (1660) presents the regicide as pre-figuring future royalist suffering before the triumphal restoration of the monarchy.

<https://doi.org/10.4000/episteme.428>

4. Identify the consequences for the execution of King Charles I in 1649.

Skill level 2	
2	
1	
0	
NR	

5. Define **regicide** mentioned in **Resource B**.

Skill level 1	
1	
0	
NR	

6. Describe the events that led to the **restoration** of the English monarchy in 1660.

Skill level 2	
2	
1	
0	
NR	

7. Define '**Restoration**' as mentioned in **Resource B**.

Skill level 1	
1	
0	
NR	

Skill level 3	
3	
2	
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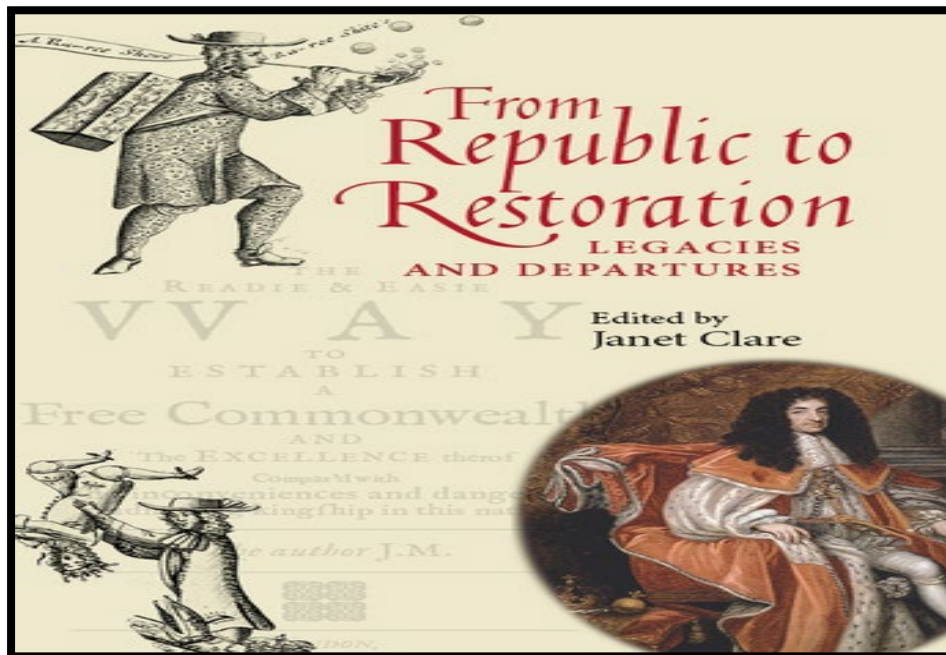
TASK 4: ESSAY WRITING

Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric given. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Account for the reasons for the republic and restoration and give evidence to support your answer.

Explain characters and events related to republic and restoration.



*Manchester University Press - From Republic to Restoration
Edited by Janet Clare*

The Restoration

After 11 years of Republican rule the monarchy was restored in May 1660.

Having executed Charles I in 1649, Parliament abolished the monarchy and formed a republic under the leadership of Oliver Cromwell. The Republic barely outlived its leader, who died peacefully in his own bed in 1658.

On 25 May 1660 Charles II landed at Dover in Kent after a short crossing from the Netherlands. He entered London unopposed four days later on his 30th birthday. Charles went about resurrecting much of what had been suppressed under the Republic. Theatres were soon flourishing again, the Church of England was restored and all manner of entertainments flourished.

<https://www.rmg.co.uk/stories/topics/restoration>

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

QUESTION SIX: Colonialism, Imperialism and Capitalism: Colonial Rule and Native administration in the Pacific 1870-1970s

Answer ALL the questions for all tasks shown

TASK 1: CARTOON INTERPRETATION

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

Resource A

The Neglected Pacific Theater of the First World War



Samoa Yielded without a Struggle." Postcard Cartoon by William Blomfield from 1914/15. Image

Source: Alexander Turnbull Library/National Library of New Zealand (Reference Nr.: Eph-B-POSTCARD-Vol-1-125-top).

1. Define **Colonialism**.

Skill level 1	
1	
0	
NR	

2. Describe reasons, why Samoa yielded without a struggle to the colonial power.

Skill level 2	
2	
1	
0	
NR	

3. Refer to **Resource A** to explain the characters of colonialism in the Pacific.

Skill level 3	
3	
2	
1	
0	
NR	

TASK 2: TEXT INTERPRETATION

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

Resource B

Independence movements

For strategic and economic reasons, despite UN support for self-determination after 1945, the Pacific has not been completely decolonized. France granted French citizenship in its Pacific territories in 1946; however, it jailed nationalist leaders in Tahiti and New Caledonia during unrest in the 1950s. The United States, which had strategic interest in the North Pacific territories it acquired, consolidated military positions in the area following World War II. The Northern Marianas chose to become a commonwealth of the United States, whereas resource-poor Marshall Islands, Palau, and the Federated States of Micronesia all voted for free association with the United States, securing self-government but continued economic and military ties. The Cook Islands and Niue chose free association with New Zealand, which granted them local self-government and New Zealand citizenship and provided subsidies. However, most of the other Pacific Islands had achieved independence by 1980. The newly independent territories represented a sizable addition to the ranks of microstates.

The Editors of Encyclopaedia Britannica

<https://www.britannica.com/place/Pacific-Islands/Independence-movements>

4. Describe the roles of the UN in the decolonization process of the Pacific islands.

Skill level 2	
2	
1	
0	
NR	

5. State the date of independence for Fiji.

Skill level 1	
1	
0	
NR	

Resource C

Source: Fisher, S.R., 2002. *The History of the Pacific Islands*. New York: Palgrave Publishers Ltd, p.240

- [illegible]

Skill level 2	
2	
1	
0	
NR	

8. Name **ONE** (1) of the colonial powers, mentioned in **Resource C**, who supported decolonization for its Pacific colonies.
-

Skill level 1	
1	
0	
NR	

TASK 4: ESSAY WRITING

Read the question below carefully and write an essay of about 400-600 words to answer it. Your essay will be graded according to the scoring rubric give. Pay attention to it. Use the resources to help you in your answer.

QUESTION:

Explain the factors that attracted an imperial nation to the Pacific.

Evaluate the impacts of imperialism on TWO (2) Pacific colonies.



What are the impacts of colonization in Fiji?

Eight decades of colonial rule ensured that indigenous Fijians and Indo-Fijians had minimum social interaction and, at all times, the colonial administration reinforced ethnic and communal identities. Also, demographic changes played a key role in ethnic tensions.

<https://epress.lib.uts.edu.au › journals › mcs › article › view>

TONGA

Tonga's first contact with the West came through Dutch navigators Schouten and Lemaire in 1616. Captain Cook - whose name for Tonga was the Friendly Isles - visited in 1773 and then came the Wesleyan Missionaries. After this, the pace of change quickened.

In 1862 King George Tupou I abolished slavery and in 1875 a constitution was drawn up. To avoid German colonization Tonga became a British Protectorate in 1900, the status it held until full independence in 1970.

<https://newint.org/features/1991/12/05/profile>

Scoring Rubric:

Specific Learning Outcomes	Skill Level	Standard Student Response				
		Level 0	Level 1	Level 2	Level 3	Level 4
Explain the factors that attracted an imperial nation to the Pacific.	3	No response or irrelevant	Define imperialism	States and evaluate 2 factors	Good evaluation of 3 or more factors in 2 Pacific islands with good examples	
Evaluate the impacts of imperialism on TWO (2) Pacific colonies.	4	No response or irrelevant	One impact of imperialism is stated.	Two or more impacts of imperialism are stated.	Two or more impacts of imperialism are stated and evaluated as either positive or negative	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

