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Sāmoa Secondary Leaving Certificate

HISTORY 2016

QUESTION and ANSWER BOOKLET

Time Allowed: 3 Hours & 10 Minutes

INSTRUCTIONS:

1. Write your **Student Education Number (SEN)** in the space provided at the top right hand corner of this page.
2. You must answer the **COMPULSORY STRAND** and **TWO OPTIONAL STRANDS**. Put a tick in the box for the TWO Optional Strands you will answer.
3. Write ALL your answers in this booklet.
4. If needed, ask the Supervisor for extra paper.
5. Securely attach the extra paper at the appropriate place in this booklet.

STRANDS			Page number	Time (minutes)	Weighting
✓	COMPULSORY	International Relations	2	80	40
	OPTION 1	Migration	14	50	30
	OPTION 2	Imperialism, Colonialism, Nationalism and Decolonisation	23	50	30
	OPTION 3	Conflict	32	50	30
	OPTION 4	Economic Transformation	41	50	30
	OPTION 5	Systems of Power and Authority	50	50	30
				180	100

CHECK! This booklet contains pages 2-58 in the right order.

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

Part A: Resource Interpretation



Source: Grolier Multimedia Encyclopaedia. 2010

Use the following resource and your own knowledge to answer the following:

A1. Name the countries that were party to the Anti-Comintern Pact.

Skill Level 1

A2. When was the Anti-Comintern Pact signed? (day/month/year)

Skill Level 1

A3. Give a reason why the Anti-Comintern Pact was signed.

Skill Level 1

A4. Name an event that contributed to the formation of the Anti-Comintern Pact.

Skill Level 1

A5. Explain the benefits of the Anti-Comintern Pact to the signatory countries.

Skill Level 3

A6. Explain the effects of the Anti-Comintern Pact on international relations and how these contributed to war.

[illegible]

Skill Level 3

Part B: Resource Interpretation



Source: *The Red Phoenix*, 2011, p.3

Use the following resource and your own knowledge to answer the following:

B1. Define the term *Fascism*.

Skill Level 1

B2. Name a Fascist leader and the country he was from.

Skill Level 1

B3. Name an event that led to Fascism in Italy or Germany.

Skill Level 1

B4. Explain the impacts of Italian and German Fascism on other countries.

[illegible]

Skill Level 3

- B5. Examine how Fascism was a threat to international relations and peace. Use ONE example to support your answer.

Part C: Text Evaluation

The basic responsibility for the successful operation of OEEC belonged to the member states: the organisation itself was primarily concerned with questions of cooperation and coordination ...It remained essentially an intergovernmental body ...Acceptance of the principle of voluntary cooperation undoubtedly helped OEEC to sidestep some of the economic difficulties with which it might have been confronted, especially at a time when many states and governments were relatively unfamiliar with, an indeed suspicious of, collaboration ...OEEC played a major role in driving home the realisation that European economies were mutually dependent, and that they prospered or failed together.

Source: Urwin, D.W. *The Community of Europe*, 1991, pp 19 - 22

Use the given resource and your own knowledge to answer the following:

C1. What does OEEC stand for?

Skill Level 1

C.2 Name THREE countries that are members of the OEEC.

Skill Level 1

C.3 Why was the OEEC formed?

Skill Level 1

C.4 Name an event that led to the formation of the OEEC.

Skill Level 1

C.5 Describe the structure of the OEEC.

Skill Level 2

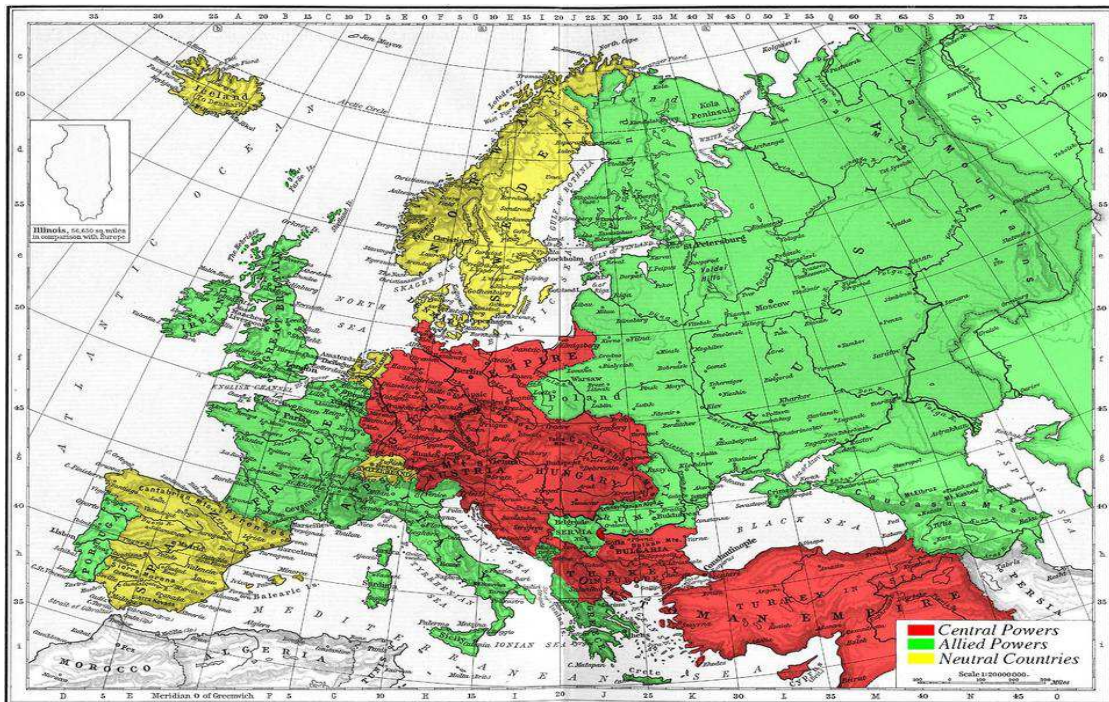
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Part D: Essay

Use the given resources and your knowledge to write an essay of 250 - 300 words on the following topic. (Total weighting 10)

Identify and explain the reasons behind the creation of the systems of alliance. To what extent was the alliance system important in promoting political, economic and social relations among nations in Europe before World War I? Use specific examples to support your answer.



Source: J.Llewellyn et al, "Alliances as a cause of World War I" at Alpha History,
<http://alphahistory.com/worldwar1/alliances/2014>,



During the 19th and 20th centuries European nations formed, annulled and restructured alliances on a regular basis. By 1914, the Great Powers of Europe had shuffled themselves into two alliance blocs. The existence of these two opposing blocs meant that war between two nations might mean war between them all.

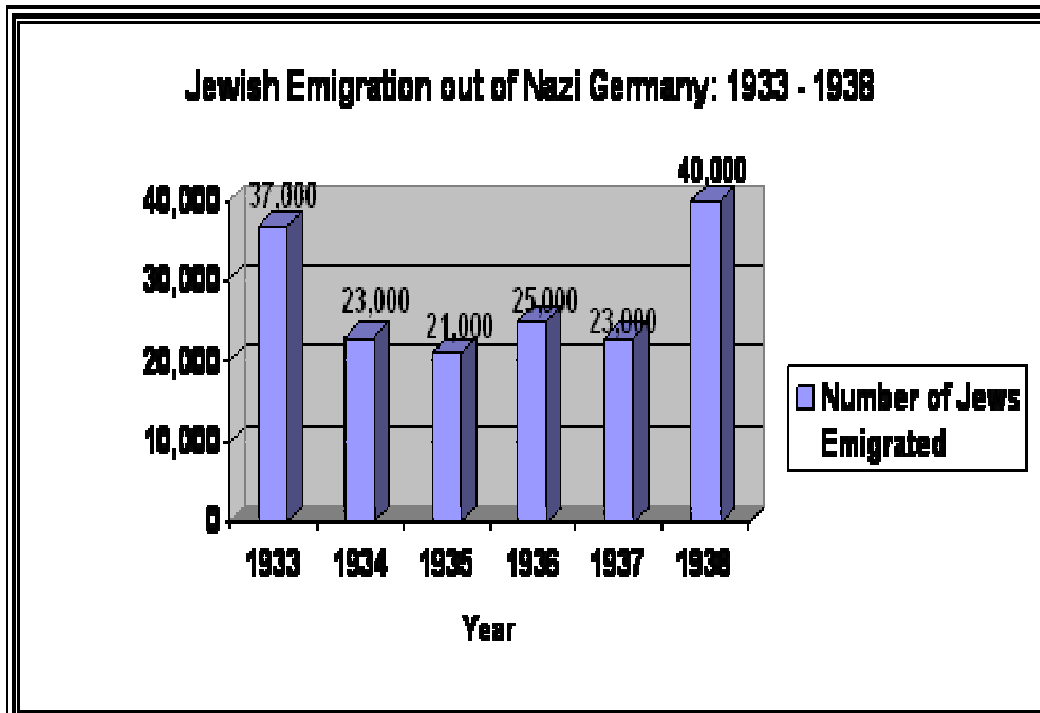
Source: J.Llewellyn et al, "Alliances as a cause of World War I" at Alpha History,
<http://alphahistory.com/worldwar1/alliances/2014>,

[illegible]

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Part A: Resource Interpretation



Source: A.Boag, 'Jewish Emigration from Germany', 2007

Use the given resource and your own knowledge to answer the following:

A1. Name TWO countries where people migrated to during the Nazi Regime.

Skill Level 1

A2. Who was the leader of the Nazi Regime?

Skill Level 1

A3. Define the term *Diasporas*.

Skill Level 1

A4. Describe the movement of people during the Nazi Regime.

Skill Level 2

A5. Under the Nazi regime, describe the political policies in Germany concerning Jews.

Skill Level 2

A6. Explain the reasons behind the movement of people during the Nazi regime.

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Skill Level 3

Part B: Text Evaluation

Scholars have showed cross-country evidence that language fluency improves labour market performance and positively influences employment possibilities and earnings, with the opposite also holding true: lack of language proficiency leads to decreased earnings An additional factor that may influence earnings is that lack of proficiency in the host country's language implies limited contacts with the natives. As learning a language requires interacting with the native population, it is also a means to integrating socially and becoming familiar with cultural customs. The intensity with which migrants acquire destination specific human capital determines the speed of their economic integration. Therefore, social integration can be a catalyst for economic integration, and both reinforce one another.

Source: Z.Hubschmann, *Migrant Integration Programs: The Case of Germany*, 2015, p8

Use the given resource and your own knowledge to answer the following.

B1. Name a country where migrants were integrated after World War II.

Skill Level 1

B2. Give a common feature of immigration policies.

Skill Level 1

B3. Name a way in which migrant integration was fostered.

Skill Level 1

B4. Give an economic benefit of migrant integration.

Skill Level 1

B5. Name a social advantage of migrant integration.

Skill Level 1

B6. Describe the strategies used in countries to foster language learning.

Skill Level 2

B7. Explain how the integration of migrants affects the socio-economic situation of a country.

Part C: Essay

Use the given resources and your own knowledge to write an essay respond of 250 – 300 words on the following topic: (Total weighting 10)

Identify and explain the reasons behind the re-emergence of Temporary Labour Programs and, examine how the key policy developments in socio-economic and political conditions impact the movements of people. Use examples in your answer.



Source: <http://www.dw.com/en/turkish-guest-workers-transformed-german-society/a-15489210>

The third wave, which began in the late 1950s and lasted until 1973, brought millions of foreign or 'guest' workers to Germany. Workers came from Italy, Greece, Yugoslavia, Turkey, Spain, Portugal, Morocco and Tunisia as part of recruitment agreements with their countries of origin to fill vacancies temporarily for periods of one to three years. Between 1960 and 1973, some 18.5 million people arrived in Germany, and 4.7 million settled.

Source: E.Honekopp: *Labour Migration to Germany from Central and Eastern Europe – Old and New Trends*, 1997, p1

Total, Foreign and East-European Employees in West Germany

	1989	1990	1991	1992	1993
Total employees (1000's)	21.619,3	22.368,1	23.173,4	23.530,3	23.122,5
Total foreign employees (1000's)	1.689,3	1.782,3	1.898,5	2.036,2	2.183,6
East-European employees (1000's)	54,6	72,2	100,3	143,0	170,4
East-Europeans as percentage of total employees	0.3	0.3	0.4	0.6	0.7
East-Europeans as percentage of total foreign employees	3.2	4.1	5.3	7.0	7.8

Source: E. Honekopp, *Labour Migration to Germany from Central and Eastern Europe*, 1996, p7.

[illegible]

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OPTION 2
Imperialism, Colonialism, Nationalism and Decolonisation

Weighting 30

Part A: Resource Interpretation



Source: J. Llewellyn, et al. “The Geneva Accords”, Alpha History,
<http://alphahistory.com/vietnamwar/geneva-accords-of-1954>

Use the given resource and your own knowledge to answer the following.

A1. When did the Geneva Conference take place? (Give the day/month/year)

Skill Level 1

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A2. Give the purpose of the Geneva Conference.

Skill Level 1

--

A3. Name the SE Asian countries that were the subject of the Geneva Conference.

Skill Level 1

A4. Name THREE countries that participated in the Geneva Conference.

Skill Level 1

A5. What was the Geneva Accords?

Skill Level 1

A6. Describe the events that led to the convening of the Geneva Conference.

Skill Level 2

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[illegible]

Part B: Text Evaluation

[The] Austro-Hungarian government issued an **ultimatum** to Serbia containing ten demands. The ultimatum insisted that Austria-Hungary be allowed to participate in Serbia's investigation of Archduke Franz Ferdinand's assassination and, in particular, to take direct part in the judicial process against the suspects. The demands also required Serbia to stamp out all forms of anti-Austrian activism and propaganda emanating from the country. The ultimatum, written by members of the Austrian Council of Ministers, was specifically intended to be humiliating and unacceptable to Serbia.

Source: World War I, History SparkNotes,
<http://www.sparknotes.com/history/european/ww1/section1.rhtml>

Use the given text resource and your own knowledge to answer the following:

B1. Define the term *ultimatum*.

Skill Level 1

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B2. Name the powers that issued the ultimatum.

Skill Level 1

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B3. State the date (day, month, year) the ultimatum was issued.

Skill Level 1

B4. Describe the events that led to the issuing of the ultimatum.

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Skill Level 2

B5. Describe the events that followed the issuing of the ultimatum.

Skill Level 2

B6. Explain how the alliances' reactions to the ultimatum, contributed to the First World War.

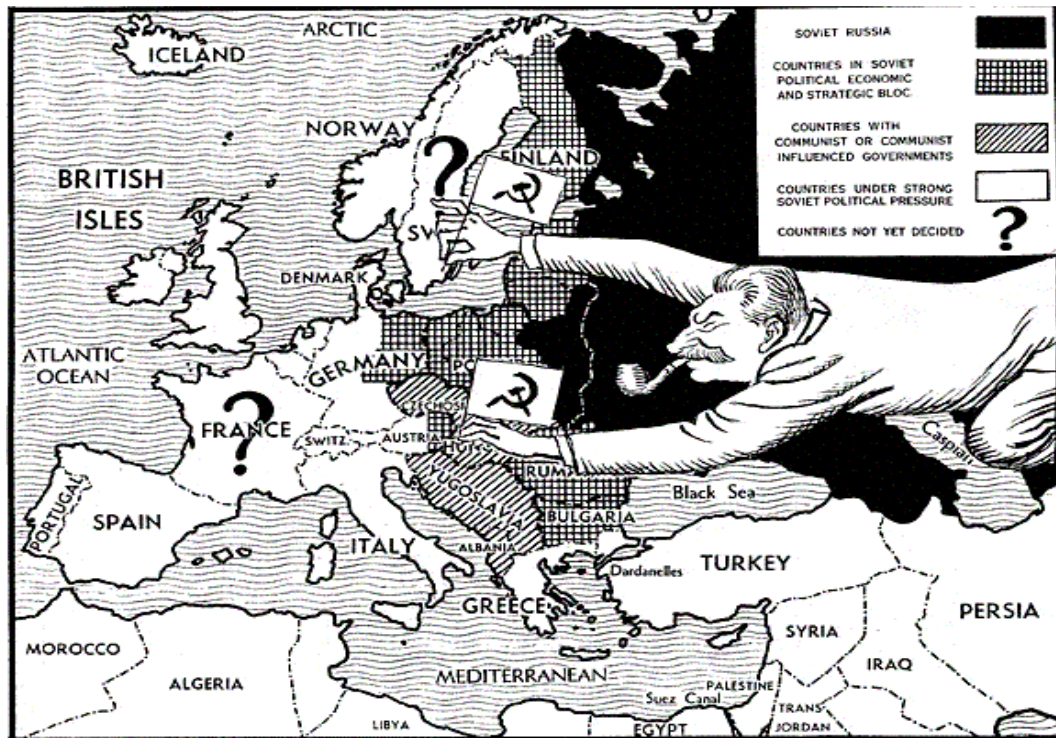
[illegible]

Skill Level 3

Part C: Essay

Use the given resources and your own knowledge to write an essay of 250 – 300 words on the following topic. (Total weighting 10)

Describe the events that indicated the push for autonomies of the Russian Satellites and discuss the significance of this push for autonomies. Use specific examples in your answer.



Source: <https://sites.google.com/site/marsilincoldwarsite2/2-establishment-of-the-soviet-satellite-states-in-eastern-europe>



Source: <https://history.state.gov/milestones/1961-1968/soviet-invasion-czechoslovakia>

Soviet dominance further tied other Eastern Bloc economies, except for Yugoslavia, to Moscow via the Council for Mutual Economic Assistance.... From the end of the World War II to the mid-1970s, the economy of the Eastern Bloc steadily increased at the same rate as the economy in Western Europe, with the least none-reforming Stalinist nations of the Eastern Bloc having a stronger economy than the reformist-Stalinist states.

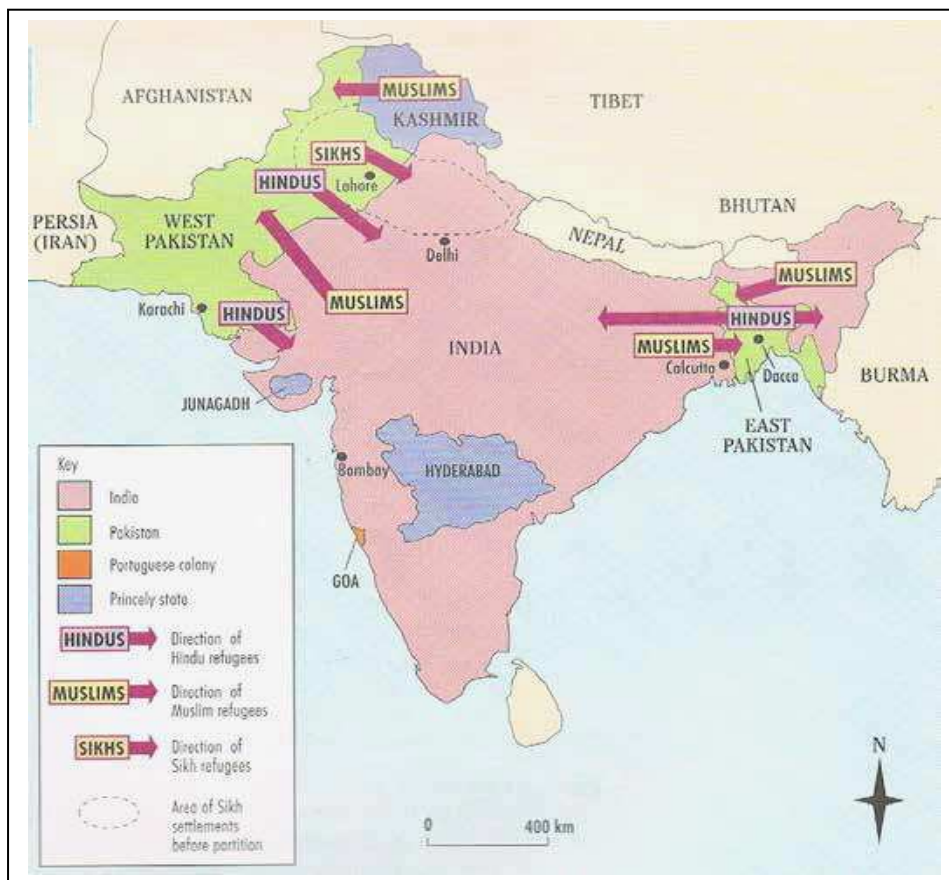
Source: https://en.wikipedia.org/wiki/Eastern_Bloc#Economies

[illegible]

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Part A: Resource Interpretation



Source: Brooman, J., *Old Empires, New Nations*, 1994. p.17

Use the given resource and your own knowledge to answer the following:

A1. When was India partitioned? (Give the day/month/year)

Skill Level 1

A2. Name the areas in which India was partitioned into.

Skill Level 1

A3. Give the name of the Viceroy in India when it was partitioned.

Skill Level 1

A4. Name the Indian leader who fought for a united India.

Skill Level 1

A5. Name the Indian leader who fought for a partitioned India.

Skill Level 1

A6. Describe the partitioning of India.

[illegible]

Skill Level 2

A7. Explain the reasons for the partition of India and the aftermath.

[illegible]

Skill Level 3

Part B: Text Evaluation

...Dyer's so-called 'crawling orders'....required Indians to crawl along it on their stomachs. Those refusing to crawl were flogged. A curfew was introduced and those who broke it were publicly flogged. Indians who refused to salaam (greet) British officers were also flogged, as were those who pulled down official notices....Dyer maintained that his duty was to preserve order and this was being done according to strict military discipline. His proclamation of martial law on 15 April also censored the press, prevented news of these events from reaching the rest of India for some weeks. It was not until six months later, and after severe international condemnation of the Amritsar shooting, that the British Government was persuaded to make a formal inquiry into the incident.

Source: H.Mcleod and R.Webb, *Gandhi and Indian Independence*, 1998, p43.

Use the given text resource and your own knowledge to answer the following.

B1. State the date (day/month/year) of the Amritsar Massacre.

Skill Level 1

B2. Name the main religious group that was the target of the Amritsar Massacre.

Skill Level 1

B3. Why did the Indians gather at Jallianwallah Bagh?

Skill Level 1

B4. Describe the events of the Amritsar Massacre.

[illegible]

Skill Level 2

B5. Describe the attitude of the British after the Amritsar Massacre.

Skill Level 2

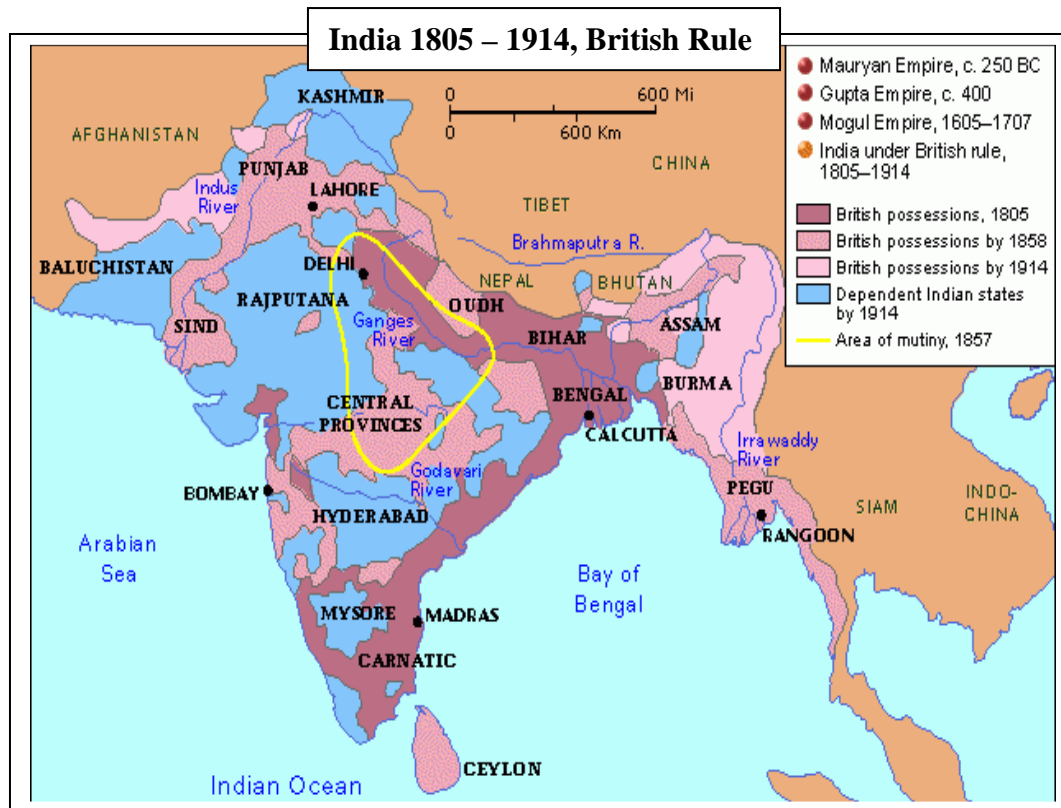
B6. Explain the reasons for the Amritsar Massacre and the consequences faced by India as a result.

Skill Level 3

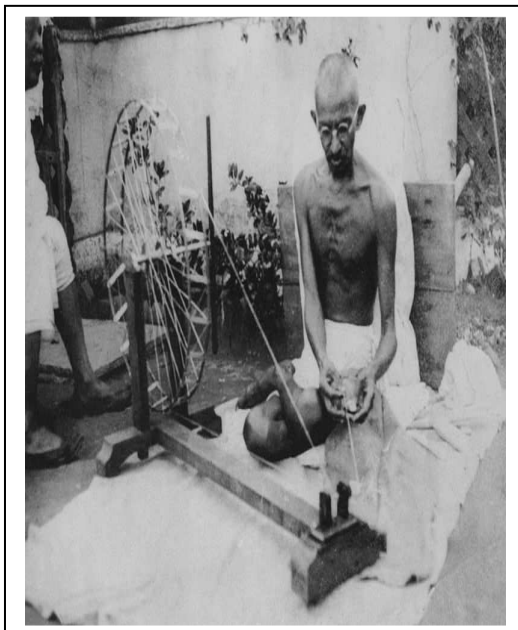
Part C: Essay

Use the given resources and your own knowledge to write an essay respond of 250 – 300 words on the following topic.(Total weighting 10)

With reference to specific examples, describe the features of nationalism in India, and discuss ways in which the Indian economies had helped nationalism.



Source: <http://go.grolier.com/atlas?id=mh00077>



Source:
https://upload.wikimedia.org/wikipedia/commons/f/f3/Gandhi_spinning.jpg

Swadeshi avoids economic dependence on external market forces that could make the village community vulnerable. It also avoids unnecessary, unhealthy, wasteful, and therefore environmentally destructive transportation. The village must build a strong economic base to satisfy most of its needs, and all members of the village community should give priority to local goods and services.

Every village community of free India should have its own carpenters, shoemakers, potters, builders, mechanics, farmers, engineers, weavers, teachers, bankers, merchants, traders, musicians, artists, and priests. In other words, each village should be a microcosm of India - a web of loosely inter-connected communities. Gandhi considered these villages so important that he thought they should be given the status of "village republics".

Source: S.Kumar, *Gandhi's Swadeshi – The Economics of Permanence in The Case Against the Global Economy*.

[illegible]

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Part A: Resource Interpretation



Source:

http://www.yourlocalguardian.co.uk/yoursay/schools/12901459.Young_Reporter_Has_globalisation_and_TNCS_benefited_LEDSCS_in_terms_of_develop_/

Use the given resource and your own knowledge to answer the following:

A1. Define the term *globalization*.

Skill Level 1

A2. What are multi-national companies?

Skill Level 1

A3. Name a feature of multi-national companies.

Skill Level 1

A4. State the nature of economic policies of metropolitan countries since the 1900s.

Skill Level 1

A5. Give a function of the World Trade Organisation.

Skill Level 1

A6. Describe the influence of multi-national companies on relationships towards former colonial powers.

Skill Level 2

A7. Explain the influence of economic changes on the emergence of superpowers.

[illegible]

Skill Level 3

Part B: Text Evaluation

[The] Four Freedoms became a blueprint for a post-war international order concerned not just about nations, but also about individuals. This emphasis on the dignity of every human being was, perhaps, unsurprising in light of the atrocities perpetrated during the war. Shortly after Germany's surrender and [the American President's] death, delegates from the Allied nations met in San Francisco in the summer of 1945 to establish the United Nations, whose purpose included reaffirmation of "faith in fundamental human rights." To that end, the U.N. General Assembly promptly created a Commission on Human Rights to define, promote, and protect human rights.

The Commission, chaired by Eleanor...widow of the late President, worked to craft a statement of fundamental rights. On December 10, 1948, the U.N. General Assembly unanimously adopted the Universal Declaration of Human Rights, generally considered to be the foundation of the modern human rights system. Both the Declaration and the system that grew out of it were strongly influenced by [the] Four Freedoms.

Source: A. Farrell, *The significance of Roosevelt's Four Freedoms speech*
<http://humanrightsdoctorate.blogspot.com/2016/01/the-significance-of-roosevelts-four.html>

Use the given text resource and your own knowledge to answer the following:

B1. Name the American President who is famous for the Four Freedoms.

Skill Level 1

B2. State the date (day/month/year) the Four Freedom Speech was delivered.

Skill Level 1

B3. List the Four Freedoms.

Skill Level 1

B4. Describe the Four Freedoms.

Skill Level 2

B5. Describe the events that led to the declaration of the Four Freedoms.

Skill Level 2

[illegible]

Skill Level 3

Part C: Essay

Use the given resources and your own knowledge to write an essay respond of 250 – 300 words on the following topic. (Total weighting 10)

Discuss the reasons and results of the race to develop atomic bombs between the USSR and USA, and examine how this competition determined the relationship between these superpowers in the Cold War. Use specific examples in your answer.



Source: The Cold War by Tyler Anson

<https://3rdperiodaphug2014.wordpress.com/2015/02/16/the-cold-war-tyler-anson/>



Source: adapted from, The Cold War, <http://fusionlacedillusions.com/2015/06/19/the-arms-race-has-begun-the-new-cold-war-is-in-full-swing-world-war-3-next/>

“The policy of deterrence is difficult for some to grasp because it is based on a paradox. But this is quite simple: to make the cost of nuclear war higher than any possible ‘benefit’ to the country starting it. If the Soviets know in advance that a nuclear attack on the United States could and would bring nuclear retaliation, they would never attack in the first place. They would be deterred from ever beginning a nuclear war.” (Caspar Weinberger)

Source: M.Brewis, Search for Security in the Nuclear Age 1945 to the present, 1992, p113.

[illegible]

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OPTION 5

Systems of Power and Authority

Weighting 30

Part A: Resource Interpretation



Source: Brewis, M. *Search for security in the Nuclear Age 1945 to the present*, 1992, p50

Use the given resource and your own knowledge to answer the following:

A1. State when Joseph Stalin died. (Give day, month and year.)

Skill Level 1

A2. What was the De-Stalinisation process?

Skill Level 1

A3. Name the person behind the process of de-Stalinisation.

Skill Level 1

A4. State when the process of de-Stalinisation started.
(Give day, month and year.)

Skill Level 1

A5. Give one event behind the process of de-Stalinisation.

Skill Level 1

A6. Describe the new methods that replaced Stalin's methods in the process of de-Stalinisation.

Skill Level 2

A7. Explain the impacts of the de-Stalinisation process on the politics in Russia and its neighbours.

Skill Level 3

Part B: Text Evaluation

“We are fifty or one hundred years behind the advanced countries....We must make good this distance in ten years. Either we do it or we shall perish.” (Joseph Stalin)

The means to this great leap was state planning, total nationalization of industry, and a commitment to heavy industry as a first priority. It was the world’s first modern industrial command economy.....Treaty the country’s economy as a whole, a first Five-Year Plan (1929 – 1932) and then a second (1933 – 1937) Based on estimates of requirements from local factories, the planning agency tried to make available the right amount of raw materials, workers, and equipment. It was an enormous undertaking, and made even more so by political pressure to increase production targets unrealistically. The first Five-Year Plan, Stalin demanded, must be completed in four.

Source: R.W. Strayer, The Making of the Modern World, 1995, p. 191

Use the given text resource to answer the following following:

B1. Name the host country of the Gosplan.

Skill Level 1

B2. What was the Gosplan?

Skill Level 1

B3. State the main responsibility of the Gosplan.

Skill Level 1

B4. Describe the economic background of the Gosplan.

Skill Level 2

B5. Describe the events that led to the establishment of the Gosplan.

Skill Level 2

B6. Explain the method of material balances and the various ways in which the success of the Gosplan was ensured.

Part C: Essay

Use the given resources and your own knowledge to write an essay respond of 250 – 300 words on the following topic. (Total weighting 10)

Discuss the significance and impacts of the policies adopted by Gandhi in Africa, and the implications of these on the rights of Indians in South Africa. Use specific examples in your answer.

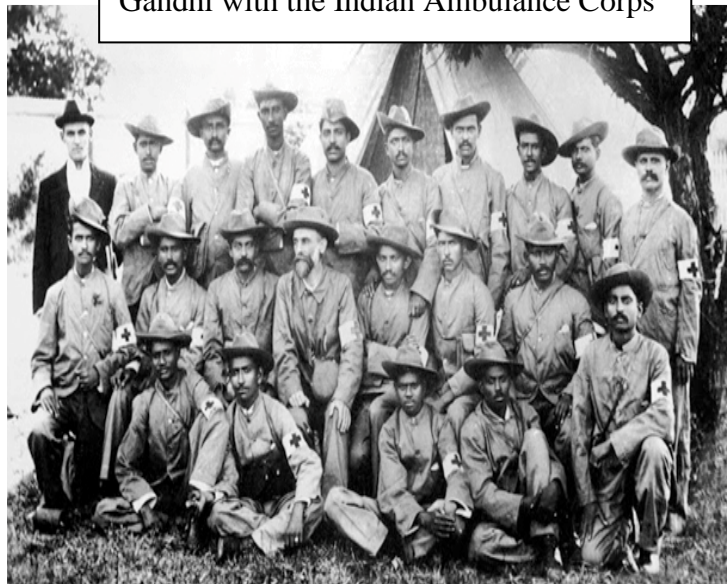


Source: Natal Indian Congress.jpg https://en.wikipedia.org/wiki/File:Natal_Indian_Congress.jpg

Gandhi was shocked that, as citizens of the British Empire, Indians in South Africa did not have the same rights as whites. He frequently quoted a phrase from Queen Victoria's 1858 Proclamation that declared that all British subjects "shall enjoy the equal and impartial protection of the law." Meetings of the Natal Indian Congress always ended with singing "God Save the Queen."

Source: N.Gier, 'Not yet the Mahatma: Gandhi in South Africa', www.class.uidaho.edu/ngier/vnv.htm

Gandhi with the Indian Ambulance Corps



Source: McLeod, H & Webb, R, *Gandhi and Indian Independence*, 1998, p25.

[illegible]

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