

STUDENT EDUCATION NUMBER



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa School Certificate

HISTORY

2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

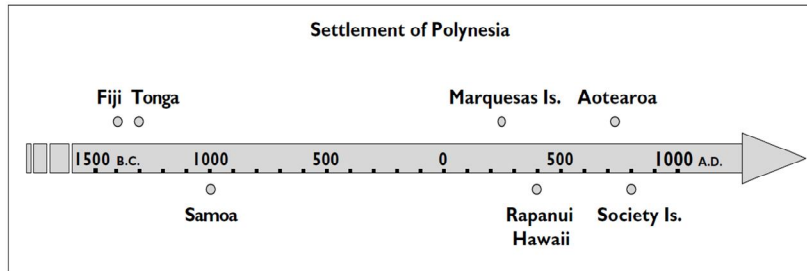
INSTRUCTIONS

1. You have 10 minutes to read before you start the exam.
2. Write your Student Education Number (SEN) in the space provided on the top left hand corner of this page.
3. Answer **FOUR STRANDS**; the **TWO Compulsory Strands** and **ONLY TWO Optional Strands**.
4. If you need more space, 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.

CURRICULUM STRANDS	Page	Time (min)	Weighting
COMPULSORY STRAND 1: MIGRATION	2	45	25
COMPULSORY STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONIZATION	9	65	35
OPTIONAL STRAND 1: CONFLICT	18	35	20
OPTIONAL STRAND 2: INTERNATIONAL RELATIONS	24	35	20
OPTIONAL STRAND 3: ECONOMIC TRANSFORMATION	30	35	20
OPTIONAL STRAND 4: GOVERNMENT AND LEADERSHIP	36	35	20
TOTAL		180	100

Check that this booklet contains pages 2-42 in the correct order and that none of these pages are blank.
HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

Part A: Resource Interpretation



Settlement of Polynesia

Source: MESC, Year 12 History, 2004, p.8

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

A1. State the first theory of origin as shown in the settlement of Polynesia above.

SL 1

A2. State the second theory of Samoa's origins.

SL 1

A3. State **TWO** evidences that support the above two theories.

SL 1

A4. Describe a third theory of Samoa's migration origins.

SL 2

A5. State the importance of the theories for Samoan people.

SL 2

Part B: Resource Interpretation

“When the mast of the first ‘tall ship’ to visit Samoa broke the horizon, the people thought it had pierced the heavens. Thus people on board were called papalagi, which means ‘heaven breakers’... this was the first contact with people from European countries, far beyond the Pacific.



Source: *MESC, Year 12 History Text book, 2004, p. 16*

Source: <http://www.cccs.org.ws>

Use the given resources and your knowledge to answer the following:

B1. Define ‘Immigrants’.

SL 1

B2. Name **TWO** European immigrant groups that settled in Samoa in the 1800s.

SL 1

B3. Name the immigrant group who had the greatest impact on the social and cultural life of the Samoan people.

SL 1

B4. Describe **TWO** health impacts of European settlement on the Samoan people.

SL 2

B5. Determine how Samoan society may have been different without some of the immigrant groups.

SL 3

Part C:

Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200-250 words on the following topic.

Describe the trends (causes and nature) of Samoa's emigration from the 1950's to the 1970's and discuss the impact this had on Samoan society. Use specific examples to support your answer.

After European contact was first made with the people of Samoa in the early 1800s, a small number of Samoans decided to leave for other Pacific nations or places that were further away – such as New Zealand or Australia.

According to Dr Leulu Felise Va'a, big changes to the cash economy of the islands of Samoa (Tutuila included) during World War II had a huge impact on Samoan society. Japan brought the war into the Pacific Region when it attacked the USA at Pearl Harbour in 1941. Thousands of American soldiers arrived in the region and Samoa was part of the defense system.

Source: MESC, Year 12 History text book, 2004 p.37



Source: <http://polynesianpanthersparty./polynesia-n-migration-to-new-zealand.html>

“...people who migrate have special skills or specialist educational qualifications, their labour, knowledge and leadership skills are lost to the community...”

Source: Macpherson, C. 2000 in <http://www.unesco.org/fileadm/in/MULTIMEDIA/HQ/SHS/pdf/Migration-in-Samoa.pdf>



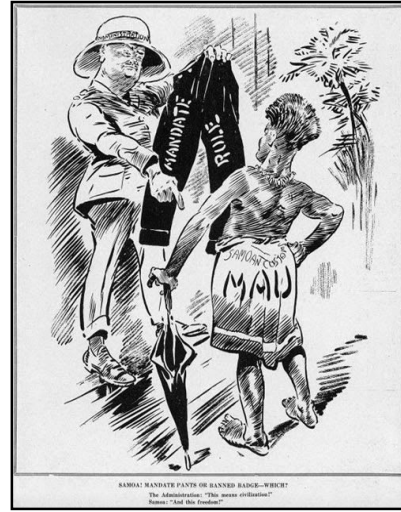
Source: <http://www.talane.co>

COMPULSORY STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION **Weighting 35**

PART A: Resource Interpretation

Colonial rule was the domination by one group (usually race) of people over another. Colonialism in the Pacific was exploitative, which means that the colonizers used the Pacific islanders to achieve their goals and gave them little or no share of the profits.

...The harshness of colonial rule varied depending upon the country that colonized, how extensively the colonizers administered the country, and how much the colonizers used the natural resources. However, in all colonies the interests of the colonizing country came first.



Source: [MESC, Year 12 History Text Book, 2004, p.48](#)

Source: *New Zealand Observer*, 28 March, 1930

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

A1. Define 'Nationalism'.

SL 1

A2. State **ONE** change on New Caledonian land use caused by the French Colonial rule in the 19th century.

SL 1

A3. Describe the nature of colonial rule in Fiji during the 19th century.

SL 2

A4. Explain Nationalism within the context of Vanuatu (New Hebrides).

SL 2

A5. Explain the differences between imperialism and nationalism by using specific examples from Samoa.

SL 3

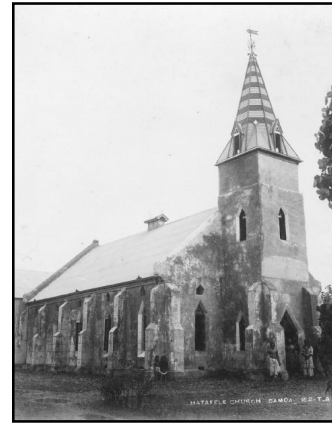
A6. Discuss the processes of colonization and decolonization within **TWO** Pacific Islands.

SL 4

Part B: Resource Interpretation

It is argued that although the Pacific island nations have gained independence from their former colonies, they still rely too much on their former colonial rulers and other European and Asian countries for economic development.

Source: [MESC, Year 12 History Text Book, 2004, p.70](#)



Source: [MESC, Year 12 History Text Book, 2004, p.70](#)

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

B1. Define 'Neo colonialism'.

SL 1

B2. Identify evidence of continuing colonialism in Samoa.

SL 1

B3. Identify evidence of continuing colonialism in one other Pacific Island nation.

SL 1

B4. List **THREE** missionary societies in colonial Samoa and the Pacific.

SL 2

B5. Explain **THREE** different influences that the missionary societies had on Samoa and its people.

SL 3

B6. Make **FOUR** generalizations about the roles of missionaries in colonial times and modern Samoan churches.

SL 4

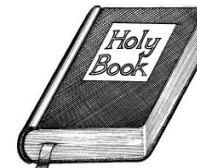
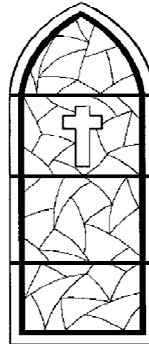
Part C: Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200 -250 words on the following topic.

Explain in detail the motives of the great powers who colonized Samoa and the Pacific and argue for and against these motives. Use specific examples to support your answer.

The Industrial Revolution had transformed the economy from an agricultural one to one based on machines and industries. More goods were produced with better technology.



Source: [MESC, Year 12 History Text Book, 2004, p.70](#)

Source: [MESC, Year 12 History Text Book, 2004, p.27](#)



Source: [MESC, Year 12 History Text Book, 2004, p.30, 35](#)

For Scorers use ONLY

Skill Levels	4	3	2	1	0
Students response					

Part A: Resource Interpretation

New Zealand and Samoan group during the 1888-1889 civil wars in Samoa.



Source: <https://sites.google.com/site/arabisraeliconflictzhp1/home>

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

A1. Define 'Zionism'.

SL 1

A2. Name a cause of the Arab/Israel conflict in the middle East in the 1900s.

SL 1

A3. Identify a country that was affected by the Arab/Israel conflict.

SL 1

A4. State **TWO** reasons why Britain was interested in the Middle East.

SL 2

A5. Describe **TWO** ways that the Arab/Israeli conflict was resolved.

SL 3

A6. Explain the effects on the people in the countries affected by the conflict in the Middle East.

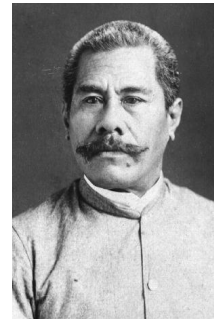
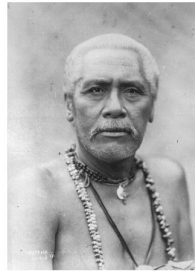
SL 3

Part B: Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200-250 words on the following topic.

Describe the nature of the civil wars in Samoa in the 1800s and explain the roles that the foreign powers played in fueling and easing tensions during these civil wars. Use specific examples to support your answer.



There were three main foreign powers in Samoa in the 1800s. They were formally represented by consuls who resided in Samoa to make sure that the interests of the settlers and mother country were safeguarded... Europeans influenced the civil wars to a great extent and deepened and intensified the conflict in Samoa.

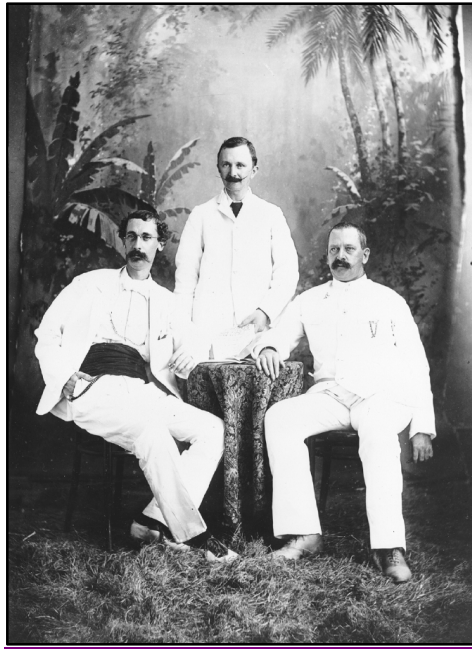


Source: MESC, Year 12 History Text Book, 2004, pp.76, 77, 80, 81

For Scorers use ONLY

Skill Levels	4	3	2	1	0
Students response					

Part A: Resources Interpretation



[Source: MESC, Year 12 History, 2004, p. 105](#)

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

A1. Define 'Treaty'.

SL 1

A2. Name the type of treaty negotiated by Captain Bethune and Samoan chiefs in 1838.

SL 1

A3. Name the treaty signed between Samoa and New Zealand in 1962.

SL 1

A4. List the **TWO** treaties and the year they were signed between Samoa and other foreign powers in the late 1800s.

SL 2

A5. Describe the events that led to the signing of these two treaties.

SL 2

A6. Explain the effects of the treaties on the Samoans and the Europeans.

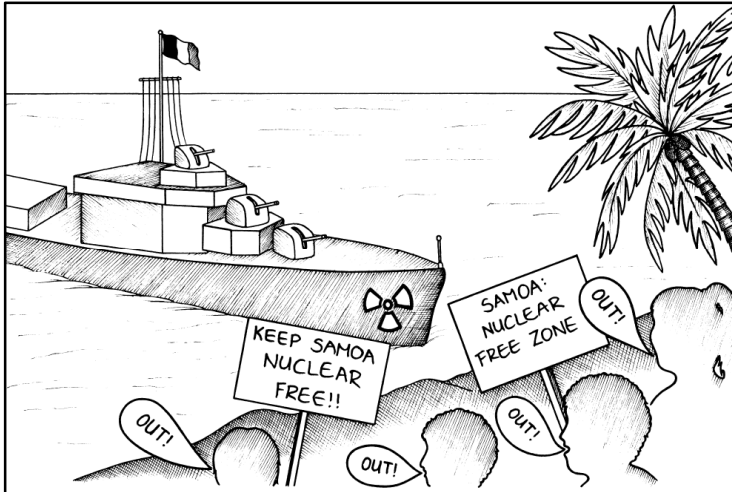
SL 3

Part B: Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200-250 words on the following topic.

Discuss Samoa's contribution to regional and international organizations in relation to itself and the organizations and the benefits of Samoa becoming a member of these regional and international organizations. Use specific examples to support your answer.



Source: MESC, Year 12 History Textbook, 2004 pg. 112

Samoa receives much external financial and technical assistance from various sources, i.e. bilateral and multilateral aid.

Source: MESC, Year History Textbook, 2004 pg. 113



Source: http://www.ffa.int/regional_organizations

The end of World War Two was to see the increased interaction of Samoa with the Pacific region as well as with the rest of the world. Since independence Samoa has signed some major treaties, which have had a significant effect on its economy as well as on its place in the Pacific.

Source: MESC, Year 12 History, 2004, p.108

Part A: Resource Interpretation

- Every household or village tries to take care of its own needs;
- Little or no interaction with other groups beyond the village;
- This system produces its own food, clothing, shelter (housing);
- Goods are distributed in accordance with that society's traditional customs and traditions.

Source: MESC, Year History, 2005, p.37

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

A1. Define 'Economic Systems'.

SL 1

A2. State the type of economic system explained in the resource above.

SL 1

A3. Identify **TWO** commodities that the Europeans introduced to Samoa in the mid-1800s.

SL 1

A4. Describe the traditional subsistence economic system in pre-European Samoa.

SL 2

A5. Define and give an example of a pure market capitalist economic system.

SL 2

A6. Explain the impact of the market economy on the traditional subsistence economy and land tenure in Samoa during the colonial period.

SL 3

Part B: Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200-250 words on the following topic.

Explain the advantages and disadvantages of Globalization in Samoa and discuss how Samoa can minimize the disadvantages on its economy and people. Use specific examples to support your answer.

A distinctive feature of globalization is “connectedness”. This is largely made possible by communications technology. Through this connectedness, we have witnessed the rise of world cultures. This in turn has meant that the cultures of the larger and more technologically advanced countries of the world engulf those of the smaller and less technologically advanced ones.

Source: M.Baba (2015) in <http://islandssociety.org/2015/11/10/globalization-a-major-threat-for-the-pacific-islands>.

Globalization is a new word that describes an old process...[that] began over 500 years ago.

Source: MESC, Year 12 History Textbook 2004, pg. 146

The History of Globalization in the Pacific	
Period of Time, Dates	Process
Late 1700s – 1800s	Imperialism
1870-1900	Colonialism
1930s+	The rise of Nationalism
After WWII	Decolonization

Source: MESC, Year 12 History Textbook 2004, pg. 147

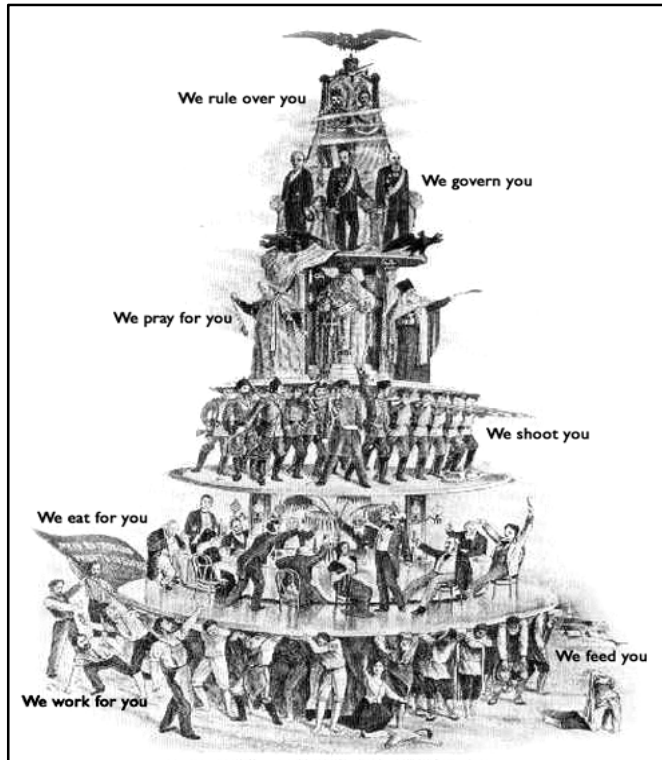


Source: <http://nesianvillage.com/2016/03/04/artists-exhibition-discusses-impact-of-globalization-on-the-pacific>.



Source: <https://www.pinterest.com/pin/851250767037440065/>

Part A: Resource Interpretation



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

A1. Define 'dictatorship'.

SL 1

A2. Name the competing leadership forces that ruled Russia during the early 1900s.

SL 1

A3. State the system of government in Russia under the Tsar in the early twentieth century.

SL 1

A4. Describe the nature of the system of government in Russia before the 1917 revolution.

SL 2

A5. Describe Karl Marx's theory of communism.

SL 2

A6. Explain how Karl Marx's theory influenced Vladimir Ulyanov (Lenin) and ultimately the way government changed in Russia.

SL 3

Part B: Essay

Weighting 10

With the help of the given resources and your own knowledge, write a short essay of 200-250 words on the following topic.

Explain the different foreign influences that were interested in China and evaluate how these influences affected and shaped the change in leadership in China by 1949. Use specific examples to support your answer.



Source: MESC, Year 12 History Textbook 2004, pg. 186



Chinese leaders believed that one of the serious problems which they faced was the interference of foreign nations in their country's affairs.

Source: MESC, Year 12 History Textbook 2004, pg. 185

By the early twentieth century many believed that the solution to China's problems was a political revolution. This idea was inspired by nationalism – the desire to rid China of foreign influence, which had been significant since the middle of the nineteenth century.

Source: MESC, Year 12 History Textbook 2004, pg. 188

Source: <http://www.chinasage.info/treatyports.htm>

For Scorers use ONLY

Skill Levels	4	3	2	1	0
Students response					

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HISTORY

2017

(For Scorers only)

CURRICULUM STRANDS	Weighting	Scores	Check Scorer
COMPULSORY STRAND 1: MIGRATION	25		
COMPULSORY STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONIZATION	35		
OPTIONAL STRAND 1: CONFLICT	20		
OPTIONAL STRAND 2: INTERNATIONAL RELATION	20		
OPTIONAL STRAND 3: ECONOMIC TRANSFORMATION	20		
OPTIONAL STRAND 4: GOVERNMENT AND LEADERSHIP	20		
TOTAL	100		