



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa School Certificate

HISTORY

2018

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 Enrolment Number (SEN)** in the space provided at the top right hand corner of this page, and on any extra sheets you will use.
3. You must answer the **TWO CORE STRANDS** and **TWO OPTIONAL STRANDS**. Write your answers in the spaces provided in this booklet.
4. If you need more spaces for answers, ask the Supervisor for extra paper.
5. Attach the extra sheets at the appropriate places in this booklet.

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

Check that this booklet contains pages 2–40 in the correct order and that none of these pages is blank. **HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAM.**

PART A: TEXT INTERPRETATION

Use the text resource and your knowledge to answer the given questions.

Vaetoifaga was the daughter of Tuitoga and a Samoan woman whose name was Taupoimasina, of Amoa, Savai'i. She visited with her father in the 1500s. During this visit, she met and married Tamalelagi, becoming his tenth wife. They only had one child, a beautiful daughter named Salamasina. She grew up and held all the four papa titles of Samoa, making her the first tafa'ifa (queen or national rule) of Samoa. Vaetoifaga lived in Samoa for a long time. But she returned to Tonga when her daughter was grown up. Vaetoifaga's uncle (her father's brother) travelled to Samoa and stayed after marrying the daughter of a high ranking ali'i of Falefa. His name became one of the important titles of Fagaloa district, where his descendants live to this day.

Source: MESC, Year 12 History Text Book, 2004, p18

A1. Define internal migration.

SL 1

A2. Define inter-island migration.

SL 1

A3. Name a cause for internal migration.

SL 1

A4. Identify a cause for inter-island migration.

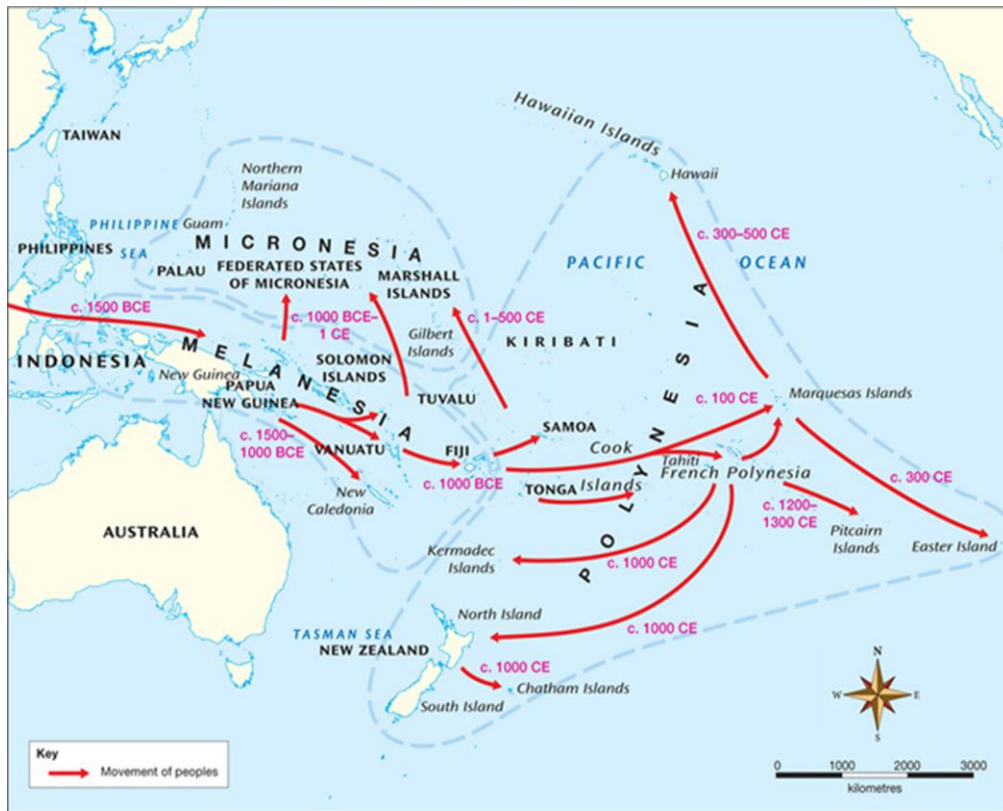
SL 1

A5. Give an effect of internal migration in Samoa.

SL 1

PART B: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the following questions.



Source: <https://teachingpolynesia.weebly.com/lesson-1.html>

B1. State a theory that explains Samoa's migration.

SL 1

B2. Name a scientific evidence that supports Samoa's migration.

SL 1

B3. Describe a theory of Samoa's migration.

SL 2

B4. Explain the main ideas in the three theories of migration.

SL 3

B5. Explain the importance of the theories of migration for the Samoan people.

SL 3

PART C: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

Discuss the causes and long-term effects of Samoa's emigration on Samoan society. Use specific examples in your answer.



Source:

<http://www.migrationassociates.com/christchurch-rebuild-construction-jobs-in-new-zealand/>



Source:

<https://www.mcil.gov.ws/services/labour-export-and-employment-programme/>

Samoan extended family networks now extend over a much larger geographic area, and are sometimes called 'transnational corporations of kin' and 'transnational island societies'.

Source: MESC, Year 12 History Text Book, 2004, p40



Source: <http://pacificguardians.org/blog/2014/07/25/rse-we-want-more-samoans-says-mr-apple/>

[illegible]

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.



Source: <https://nzhistory.govt.nz/media/photo/samoa-yielding-postcard>

A1. Define Imperialism.

SL 1

A2. Name the great power that ruled Samoa in the 1900s.

SL 1

A3. Identify a social motive of imperialism in Samoa.

SL 1

A4. State a political motive of imperialism in Samoa.

SL 1

A5. Give an economic motive of imperialism in Samoa.

SL 1

A6. Describe a motive of the great powers in Samoa.

SL 2

A7. Explain how major development of imperialism in Samoa came about.

SL 3

PART B: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.

Samoa has a history of opposition to European rule. Formal resistance had occurred on two occasions during the German colonial era, and several petitions had already challenged New Zealand's administration. But the opposition that emerged in the late 1920s was organised and widespread.

Source: <https://nzhistory.govt.nz/politics/samoa/rise-of-mau>

B1. Name the first protest movement in Samoa.

SL 1

B2. Identify the protest movement in Samoa in the 1920s.

SL 1

B3. Name a prominent leader of the first protest movement in Samoa.

SL 1

B4. Identify a prominent leader of the protest movement in Samoa in the 1920s.

SL 1

B5. Describe the motives behind the formation of these protest movements.

SL 2

B6. Describe the roles of protest movement in achieving independence.

SL 2

B7. Explain the failures of these protest movements in Samoa.

SL 3

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PART C: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

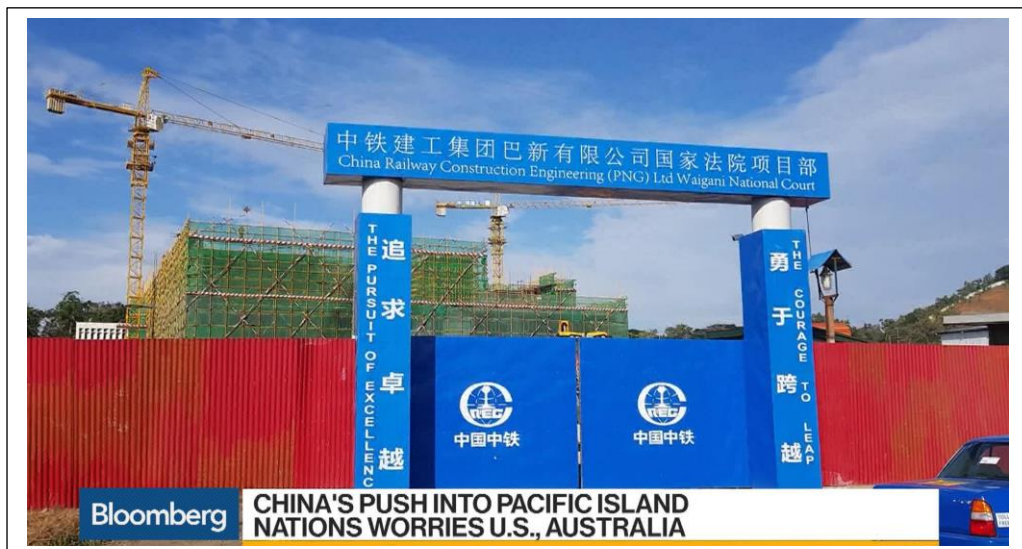
With reference to case studies of Samoa and other Pacific Islands, evaluate the impacts of continuing colonisation in the Pacific. Use specific examples in your answer.



Source: <https://www.quora.com/Why-hasnt-the-US-built-a-massive-colonial-empire-like-Europe>

...although the Pacific island nations have gained independence....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, p69



Source: <https://www.bloomberg.com/news/features/2018-06-17/china-s-pacific-islands-push-has-the-u-s-worried>

[illegible]

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To be used by Scorer ONLY!

Skill Levels	4	3	2	1

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.



Source: MESC, Year 12 History Text Book, 2004, p75

A1. Define Civil Wars.

SL 1

A2. Name a foreign power that was influential in the civil wars.

SL 1

A3. State a motive of your named foreign power in A3 for its influence in the civil wars.

SL 1

A4. Identify a civil war that took place in the 1800s.

SL 1

A5. Give a cause of the civil wars in Samoa.

SL 1

A6. Describe the consequences of the civil wars on Samoa.

SL 2

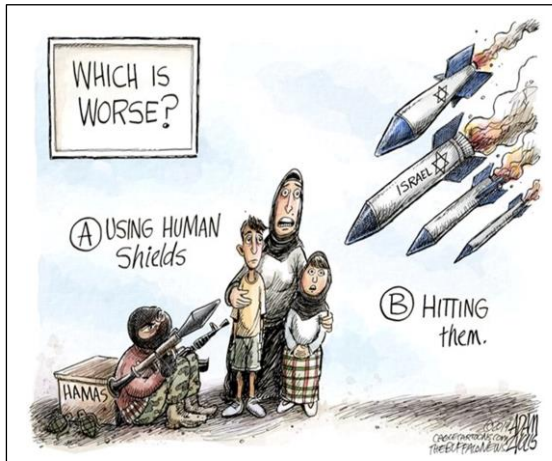
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PART B: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

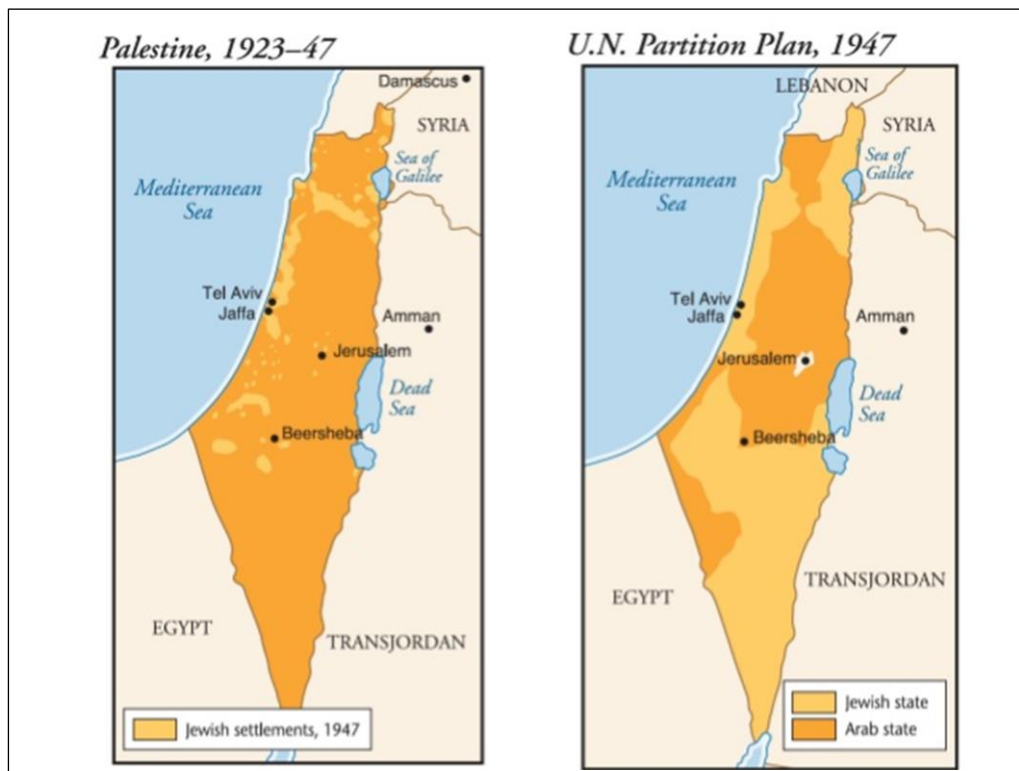
Discuss the causes and impacts of the Arab–Israeli wars in the Middle East in the 1900s. Use specific examples in your answer.



Source: <https://infograph.venngage.com/p/73657/arab-israeli-conflict-of-1948>

Palestine is sometimes referred to as the Holy Land because certain places, notably the city of Jerusalem, have special significance for the Jewish, Muslim and Christian religions. It is also often referred to as 'The Promised Land' by followers of Judaism and Christianity, because it is described in their sacred scriptures and writings as being promised to the

Source: MESC, Year 12 History Text Book, 2004, p85



Source: <https://www.slideshare.net/bmsmith1/arab-israeli-conflict1>

[illegible]

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.

Samoa found that independence in the modern world was quite different from the pre-colonial independence of the nineteenth century and earlier. Modern technology meant that Samoa could not escape from the international network of trade and communication.

Source: MESC, Year 12 History Text Book, 2004, p119

A1. Define foreign policy.

SL 1

A2. Name the two types of policy trends for Samoa after gaining independence.

SL 1

A3. Identify the policy trend Samoa chose after independence.

SL 1

A4. Give a key feature of Samoa's foreign policies since independence.

SL 1

A5. Define dependent economy in relation to Samoa's foreign policy.

SL 1

A6. Describe the key features of Samoa's foreign policies since independence.

SL 2

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SL 3

PART B: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

Evaluate the Pacific Way from both the island perspective and its effectiveness in addressing international and regional issues. Use specific examples in your answer.



Source: <http://www.devpolicy.org/the-pacific-plan-and-the-future-of-pacific-regionalism-20130716-2/>

...the Pacific Way represents the uniqueness of the island nations and their shared interest in doing things that are totally outside of Western and elitist thinking....

...the Pacific Way faces challenges from global forces and outside interests.

Economic as well as political interests have caused tremendous strain on the unity of the island nations.

Source: <http://pacific.scoop.co.nz/2011/05/prime-minister-tuilaepa-ratu-mara-and-the-pacific-way/>



Source: <http://www.devpolicy.org/reframed-pacific-regionalism-rise-foreign-ministers->

[illegible]

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.



Source: <https://www.nla.gov.au/research-guides/indian-emigration-passes-to-fiji-1879-1916>

A1. Define immigrant labourers.

SL 1

A2. Name the countries that established commercial plantations in Fiji.

SL 1

A3. Identify the non-Pacific countries that provided immigrant labourers to Fiji.

SL 1

A4. State a reason for the importation of immigrant labourers to Fiji.

SL 1

A5. Give a reason for the establishment of commercial plantations in the Pacific.

SL 1

A6. Describe the impacts of immigrant labourers on Pacific societies.

SL 2

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SL 3

PART B: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

Examine how Japan's economic recovery affected its international relations especially with the United States of America and China. Use specific examples in your answer.



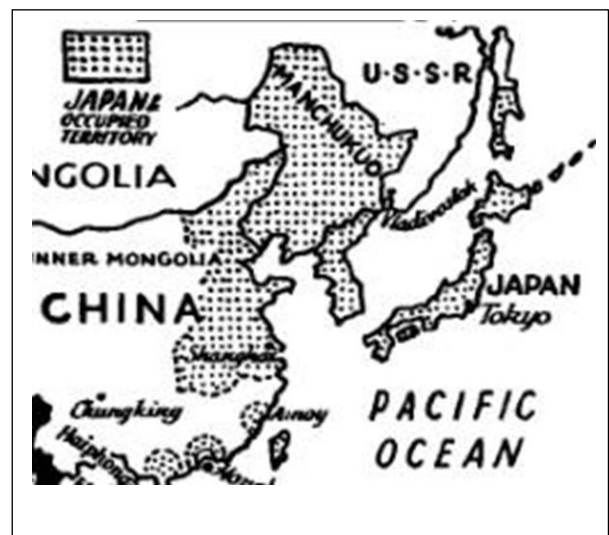
Source: <http://www.chinarmy.com/2015/12/29/protesting-the-japanese-invasion-of-manchuria-in-los->



Source:
http://www.grips.ac.jp/teacher/oono/hp/lecture_J/lec09.htm

The Japanese economy relied on the silk trade. Japan exported silk to the rest of the world but the silk crop fell by 50%. By 1931, half the silk factories of Japan closed down. High unemployment, lower incomes (i.e. economic depression) had a huge effect on the population. There was widespread unrest....Some people thought the answer to the economic depression, for Japan, was a strong government at home and expansion overseas.

Source: MESC, Year 12 History Text Book, p155



Source: https://www.johndclare.net/league_of_nation_s6.htm

[illegible]

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer the given questions.



Source: <https://www.youtube.com/watch?v=dacC72lkTNo>

A1. Define Capitalism.

SL 1

A2. Define Communism.

SL 1

A3. Name three countries that practice Capitalism.

SL 1

A4. Give an economic condition that gave rise to the adoption of capitalism.

SL 1

A5. State a social condition that gave rise to the adoption of communism.

SL 1

A6. Describe the political conditions that gave rise to the adoption of capitalism and communism.

SL 2

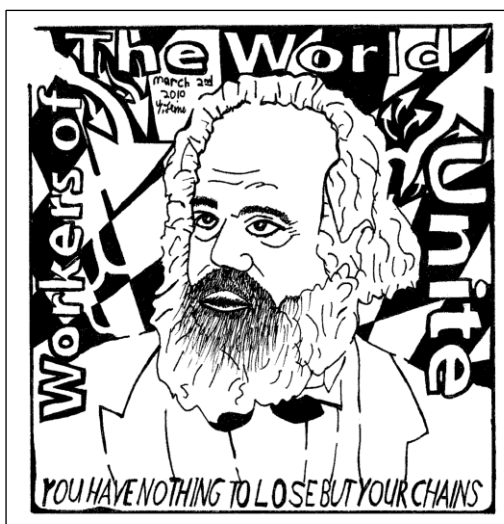
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SL 3

PART B: SHORT ESSAY

Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

Examine how the theories of Karl Marx had influenced and changed the leadership and government in Russia. Use specific examples in your answer.



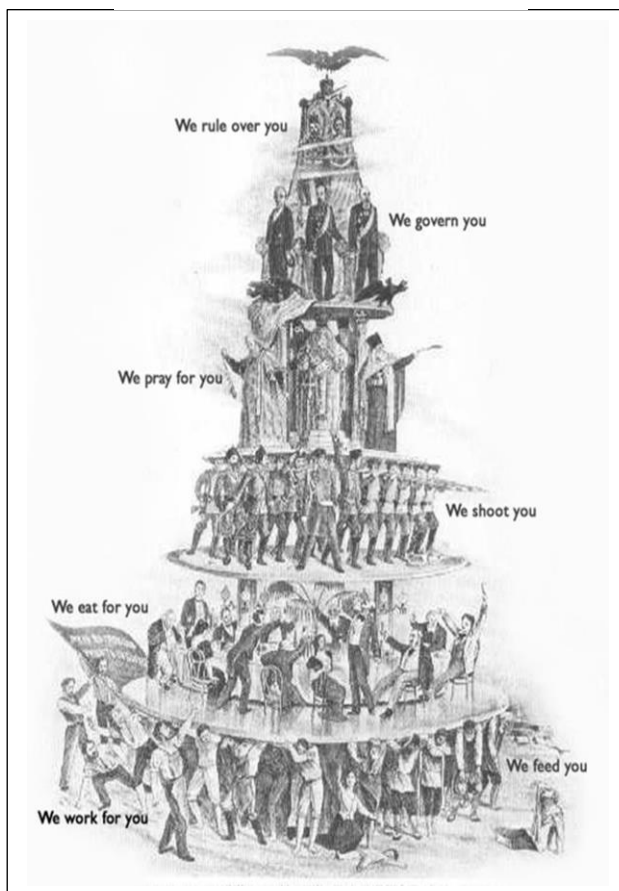
Source:
<http://thesop.org/story/cartoons/2010/03/13/mazes-of-the-world-unite-by-yonatan-frimer.php>

According to Marx politics was 'class warfare' – the proletariat against the bourgeoisie. He said the proletariat should take over the factories, and the running of the country by means of a revolution. Then the workers, who would share the profits equally among themselves, would own all factories.

Source: MESC, Year 12 History Text Book, 2004, p182

Marx believed that the proletariat (industrial workers in the towns) was becoming poorer and poorer because the rich people were exploiting them. The rich people who had the money (capital) he called 'capitalists' or the 'bourgeoisie', and he believed they held far too much power.

Source: MESC, Year 12 History Text Book, 2004, p182



Source: <http://fallofromanovs.weebly.com/tsarist-society.html>

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STUDENT EDUCATION NUMBER									

HISTORY

2018

(For Scorers ONLY)

STRANDS	Weighting	Scores	Check Scorer
COMPULSORY STRAND 1: MIGRATION	25		
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TOTAL	100		