



Samoa School Certificate

HISTORY

2019

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 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. Put a tick in the box for the TWO OPTIONAL strands you will answer. Write your answers in the spaces provided in this booklet.
4. 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.

CURRICULUM STRANDS		Page	Time (min)	Weighting
CORE STRAND 1:	MIGRATION	2	45	25
CORE STRAND 2:	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	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

Use the resource and your knowledge to answer Numbers 1 – 5.

The Tuifiti of a different generation had a son named Tuife'ai (Tui the cruel). Tuife'ai came to Samoa to visit his cousin Pate, who was Malietoa Ganasavea's wife. When he arrived, Malietoa changed his name to TuiSamoa and sent him to live on his land at Falealili. At Falealili, TuiSamoa built himself a Fijian-style house. As the house only had one pole (unlike Samoan houses), the place where the house was built was known as Poutasi ('one post'). The descendants of TuiSamoa still live today at Vaovai village in Falealili. Some of TuiSamoa's daughters married famous men of Samoa. TuiSamoa had two daughters, Gauifaleai and Totogata. The descendants of these girls became important people in the history of Samoa. They include Vaetamasoali'i, Atogaugatuitoga, Lalovimama, Tamalelagi, Levalasi, Mata'utia Fa'atulou, Salamasi'ina, Fofoaivao'ese, Tapumanaia, Sina, Fonoti, Tupua Fuiavailili, Galumalemana and many others.

Source: MESC (2004), Year 12 History Text Book, p19

1. Define inter-island migration.

SL 1**2. Name TWO island countries to which Samoans migrated to in the distant past.**

SL 1

3. Give a reason for inter-island migration in the distant past.

SL 1

4. Name an effect of inter-island migration in the distant past.

SL 1

5. Name the theory of Migration that shows evidence of inter-island migration.

SL 1

PART B: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 6 – 10.



Source: <https://www.history.com/this-day-in-history/spanish-civil-war-breaks-out>

6. Define **emigration**.

SL 1

7. Name TWO countries to which most Samoans emigrated to.

SL 1

8. Describe the period in which most Samoans emigrate.

SL 2

9. Explain the reasons for Samoa's emigration.

SL 3

10. Explain the economic impacts of emigration on Samoa.

SL 3

PART C: SHORT ESSAY

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

Evaluate the political and economic impact of non-missionary immigrant groups in Samoa. Use specific examples in your answer.



Source: MESC, (2004), Year 12 History Text Book, p29.

Apia developed as the main urban centre. By mid-1800s hotels and shops were established along the beach front.

Source: MESC, (2004) Year 12 Text Book, p33

European settlers introduced diseases that the Samoan people had never been exposed to before. Their immunity levels were very low against measles and simple flu strains.

Source: MESC, (2004) Year 12 Text Book, p33

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PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 15 – 21.

After World War II, the League of Nations was replaced by the United Nations Organisation (UNO). The UNO now looked after the territories that were once under the League of Nations.

The UNO sent a mission to Samoa to investigate whether Samoa was fit and ready for self-government. They arrived in 1947 and they were presented with two conflicting proposals. Taisi Olaf Nelson had died, and there was no unifying voice for the Europeans and the Samoans. The two groups, 'Citizens Committee' and the 'Fono a Faipule' were concerned about their roles in an independent Samoa and wanted reassurances before independence.

Source: MESC, (2004) Year 12 History Text Book, p67.

15. Define decolonization.

SL 1

16. Define trusteeship.

SL 1

17. Define **Citizens Committee**.

SL 1

18. Define **Fono-a-Faipule**.

SL 1

19. Name ONE purpose for referendum.

SL 1

20. Describe the role played by the UNO in the decolonization of Samoa.

SL 2

- 21.** Explain the UNO's recommendations for an independent Samoa that were set out in the Samoan Amendment Act of 1947.

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PART B: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 22 – 29.



Source: MESC, (2004) Year 12 Text Book, p62.

22. Define **Colonial Rule**.

SL 1

23. Name the TWO colonial powers in Samoa in the 19th Century.

SL 1

24. State TWO Pacific Islands colonized by France.

SL 1

25. Identify ONE nature of American colonial rule in the Pacific.

SL 1

26. Describe the nature of German colonial rule in Samoa in the 19th Century.

SL 2

27. Describe the nature of German colonial rule in the Marshall Islands.

SL 2

28. Compare and contrast the German and New Zealand colonial rule in Samoa during the 19th Century.

SL 3

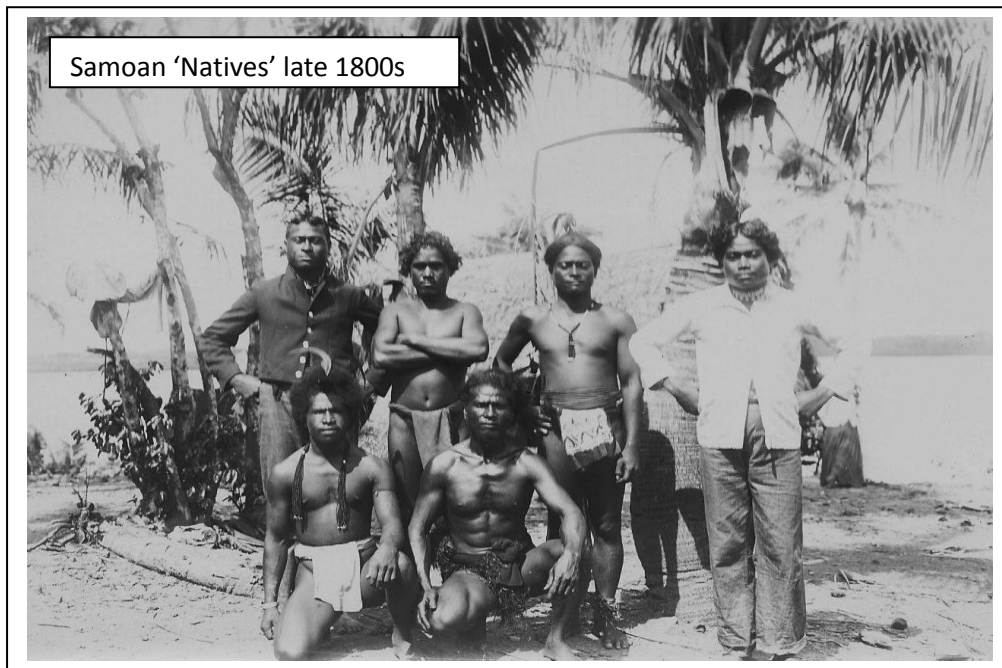
29. Examine the different types of colonial rule used in Fiji and the Solomon Islands by the British.

SL 4

PART C: ESSAY

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

Discuss the roles of missionary societies in the development of Samoa during pre-colonial period. Use specific examples in your respond.



Source: <https://www.ecrater.com/p/28949065/samoa-natives-late-1800s>

Nafanua's Prophecy – Tali i lagi sou Malo

Malietao Fitisemanu asked Nafanua for a share of the government but was told that only 'tail' was left as the head was already given to Leulumoega. Nafanua told Malietao to accept it and wait for a 'head' from the heavens.

Source: MESC, (2004) Year 12 History Text Book, p53.

Religion was brought into the Pacific mainly by British and French missionaries. French missionaries spread the Catholic faith, while the English spread the Protestant, Wesleyan faith.

Source: MESC, (2004) Year 12 History Text Book, p52.

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Skill Levels	4	3	2	1
Students response				

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 34 – 40.



Source: <http://sebhstory12.weebly.com/the-israeli-war-of-independence-1948.html>

34. Identify the year of the first war between the Arabs and Israelis after its partition.

SL 1

35. State ONE cause of the first Arab-Israel war.

SL 1

36. Give ONE reason why the Arabs failed in this war.

SL 1

37. Name ONE foreign power that was involved in the second Arab-Israel War.

SL 1

38. Identify ONE cause of the second Arab-Israel war.

SL 1

39. Describe the role of foreign powers in the Arab-Israeli conflict after 1947.

SL 2

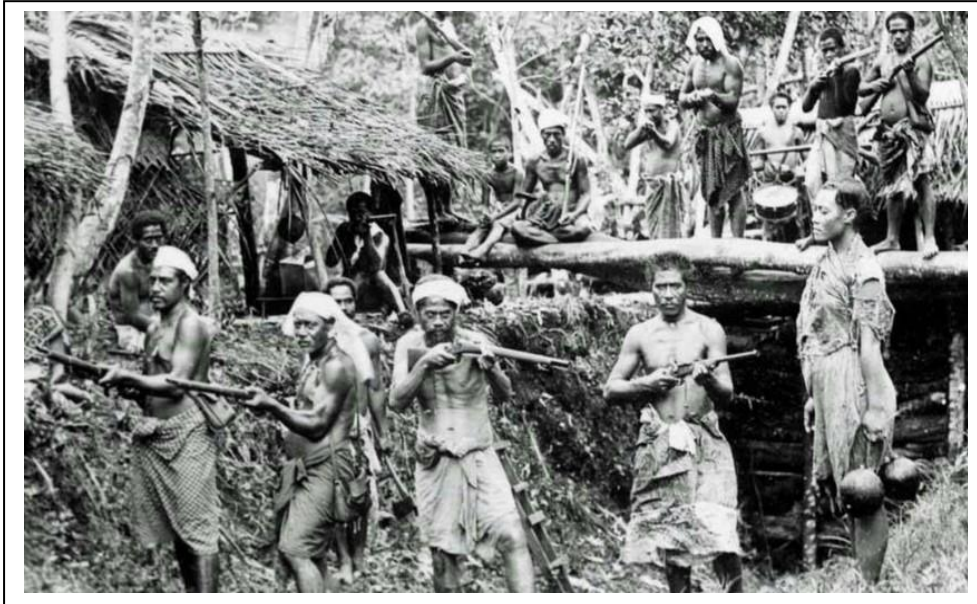
- 40.** Explain the justifications used by the foreign powers for their involvement in the Arab-Israeli wars after 1947.

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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.

Examine the impact of the Civil Wars of the 1800s on Samoa. Use specific examples in your answer.



Source: <https://www.thecoconet.tv/know-your-roots/tales-of-time/tales-of-time-the-samoan-war-you-didnt-know/>

The civil wars were fought in the mid-1800s by the different parties in their struggle for monarchy. There were different phases of the war of confederation, each resulting in a change of authority.

Source: MESC (2004) Year 12 History Text Book, p74.

Results from the Land Commission of Samoan land claimed by Europeans.		
Nationality	Area Claimed (acres)	Area confirmed
German	134 419	75 000 = 56%
English	1 250 270	36 000 = 3%
American	302 746	21 000 = 7%
French	2 307	1 300 = 57%
Others	2 151	2 000 = 95%
	1 691 893	135 300 = 8%

Source: MESC (2004) Year 12 History Text Book, p82.

[illegible]

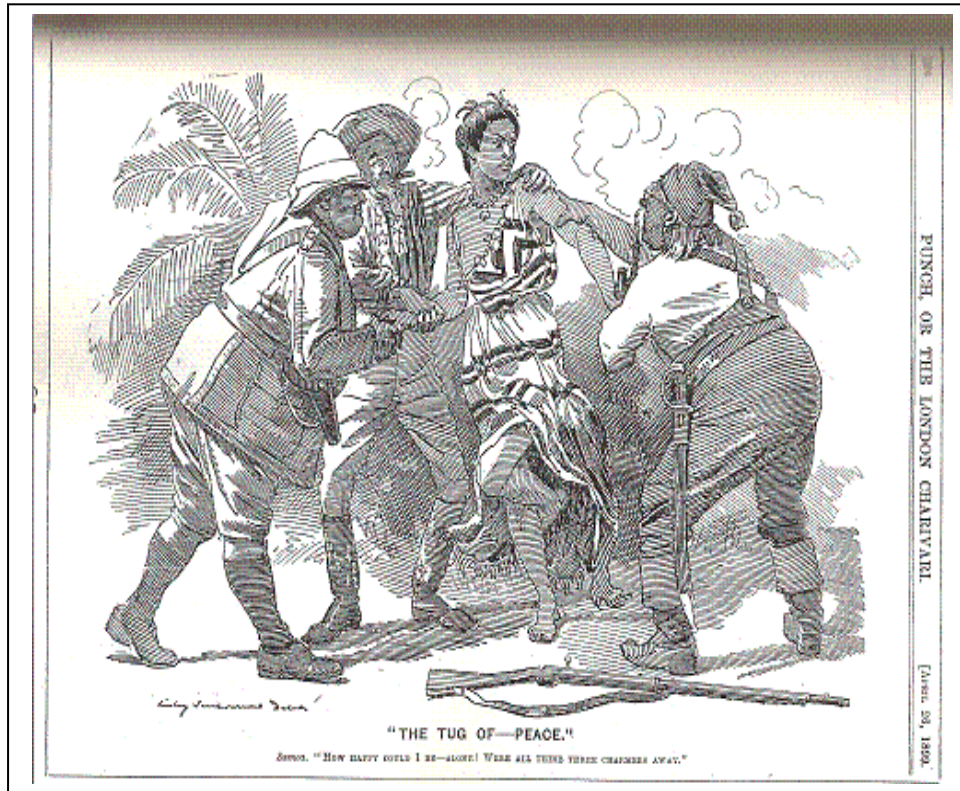
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Skill Levels	4	3	2	1
Students response				

PART A: RESOURCE INTERPRETATION

Use the resource and your own knowledge to answer Numbers 45 – 51.



Source: <https://www.zum.de/whkmla/sp/0910/yeonhwa/yeonhwa2.html>

45. State the Treaty portrayed in the given cartoon resource.

SL 1

46. Identify ONE condition that was established in the 1889 Berlin Treaty.

SL 1

47. State ONE condition that was set out in the 1899 Tripartite Treaty.

SL 1

48. Name ONE condition that was set out in the 1962 Treaty of Friendship.

SL 1

49. Define **Constitution**.

SL 1

50. Describe the events that led to the signing of the Tripartite Treaty.

SL 2

PART B: SHORT ESSAY

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

Discuss the advantages and disadvantages of Samoa's foreign policies. Use specific examples in your answer.



Source:

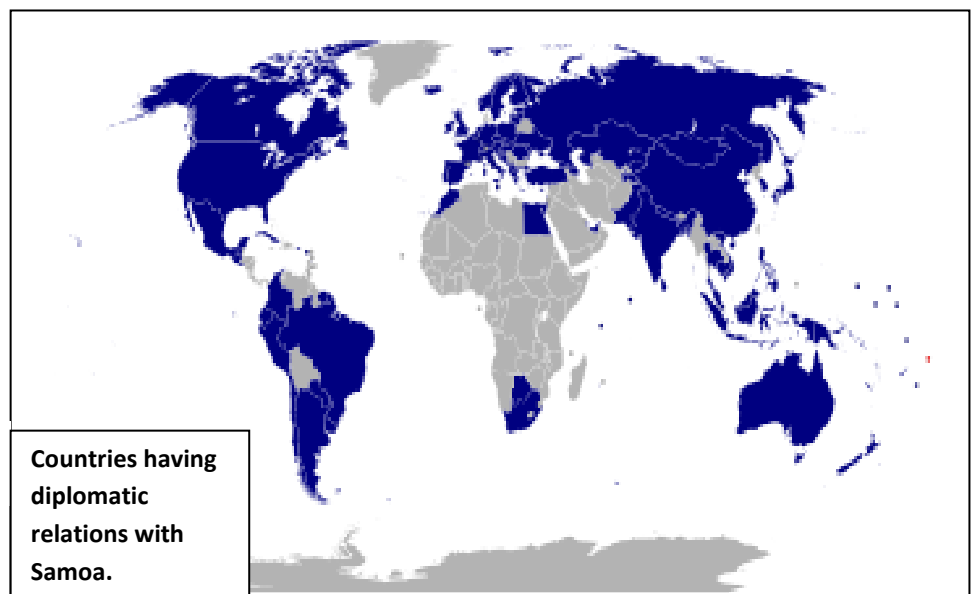
<https://sustainabledevelopment.un.org/sids/samoareview>

Samoa's foreign policy has set up diplomatic relations with countries such as the United States, Canada, Great Britain, France, Yugoslavia, Russia, China, Israel, Egypt, India, the Philippines, Indonesia, Australia, Chile and Sweden to name a few.

Source: MESC (2004) Year 12 History Text Book, p125.

Samoa continues to be highly dependent on loans, foreign aid, technical assistance and remittances from families and relatives overseas.

Source: MESC (2004) Year 12 History Text Book, p122.



Source: https://en.wikipedia.org/wiki/Foreign_relations_of_Samoa

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Students response				

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 56 – 62.



Source: <http://samoexploring.blogspot.com/>

56. Define Subsistence Economic System.

SL 1

57. Name ONE characteristic of the Subsistence Economic System.

SL 1

58. Define Market Economic System.

SL 1

59. Name ONE characteristic of the Market Economic System of Samoa.

SL 1

60. Define Land Tenure System.

SL 1

61. Describe the impact of market systems on Samoa's economic growth.

SL 2

PART B: SHORT ESSAY

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

Discuss ways in which Samoa can minimize the disadvantages of globalization on its economy and people. Use specific examples in your answer.



Source: <https://www.flickr.com/photos/19272853@N00/41516039871>



Source: <http://www.samoanews.com/regional/thursday-opening-set-faleolo-airport-upgrade>

Newly independent nations came to rely heavily on former colonial powers and other nations with interests in having a presence in the Pacific for assistance to build up the different sectors of the economy.

Source: MESC (2004) Year 12 History Text Book, p148.

[illegible]

[illegible]

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Students response				

PART A: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Numbers 67 – 73.



Source: <http://www.newsgd.com/pictures/construction/200312260047.htm>

67. Define **Communism**.

SL 1

68. State ONE similarity in the Communist Systems of China and Russia.

SL 1

69. Identify ONE difference in the Communist Systems of China and Russia.

SL 1

70. Name ONE external factor that gave rise to Communism in China.

SL 1

71. State ONE internal factor that gave rise to Communism in Russia.

SL 1

72. Describe the social impact of the Chinese and Russian leadership styles on their countries.

SL 2

73. Explain how Communism became successful in China OR Russia.

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 the similarities of the capitalist systems of New Zealand and the United States of America. Use specific examples in your answer.



Source: MESC (2004) Year 12 History Text Book, p170.

Capitalism tends to create a different kind of world. Money becomes the centre of society. Capitalism without the control of a government tends to generate wealth and inequality at the same time.

Source: MESC (2004) Year 12 History Text Book, p172.

What are the features of Capitalism?

- Most property is owned by individuals.
- Goods and Services are exchanged in a competitive free market
- Capital is invested in businesses in order to make a profit.

Source: MESC (2004) Year 12 History Text Book, p172.

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Students response				

STUDENT EDUCATION NUMBER									

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CORE STRAND 1:	MIGRATION	25		
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TOTAL		100		