



Samoa School Certificate

HISTORY

2020

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.

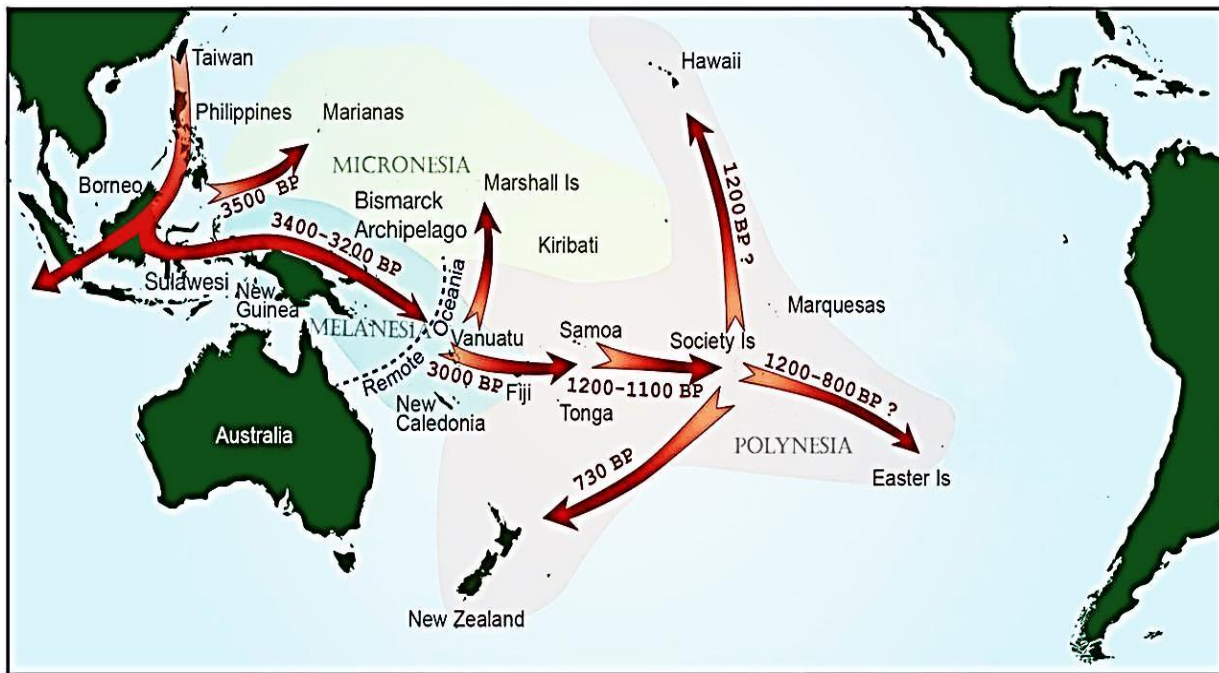
CURRICULUM STRANDS		Page	Time (min)	Weighting
CORE STRAND 1:	MIGRATION	2	45	25
CORE STRAND 2:	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	9	65	35
OPTIONAL STRAND 1:	CONFLICT	18	35	20
OPTIONAL STRAND 2:	INTERNATIONAL RELATIONS	24	35	20
OPTIONAL STRAND 3:	ECONOMIC TRANSFORMATION	30	35	20
OPTIONAL 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.



Source: <https://www.pnas.org/content/112/44/13432/tab-figures-data>

1. State the theory of migration portrayed in the resource.

SL 1

2. Name ONE biological evidence for the theory portrayed in the resource.

SL 1

3. Identify ONE archaeological evidence for Theory Two of Samoa's migration.

SL 1

4. Give the main idea of Theory Three of Samoa's migration.

SL 1

5. Identify ONE important aspect of the Samoan migration theories.

SL 1

PART B: TEXT INTERPRETATION

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

The most significant period of Samoan migration commenced after the Second World War. The timing of this migration is important. Why, for instance, did migration start at that time and not earlier or later? Some say that the Samoans who served in New Zealand forces returned to Samoa with stories of their experiences which stirred a general interest in migration. Others say that the presence of US Marines in Samoa during World War II, re-awakened Samoan interest in migration. Their wealth and the goods that they enjoyed raised Samoans' material aspirations and interested Samoans in moving to places where higher wages were paid...While small numbers of Samoans had migrated during earlier periods in Samoan history, in the period after World War II, larger numbers of Samoans began to emigrate.

Source: Macpherson, C. Some Social and Economic Consequences of Migration, Department of Sociology, University of Auckland, New Zealand, 2000, p34.

6. Define **Emigration**.

SL 1

7. Name ONE country to which most Samoans emigrate to.

SL 1

8. Describe TWO trends in Samoa’s emigration.

SL 2

9. Explain the causes of Samoa’s emigration.

SL 3

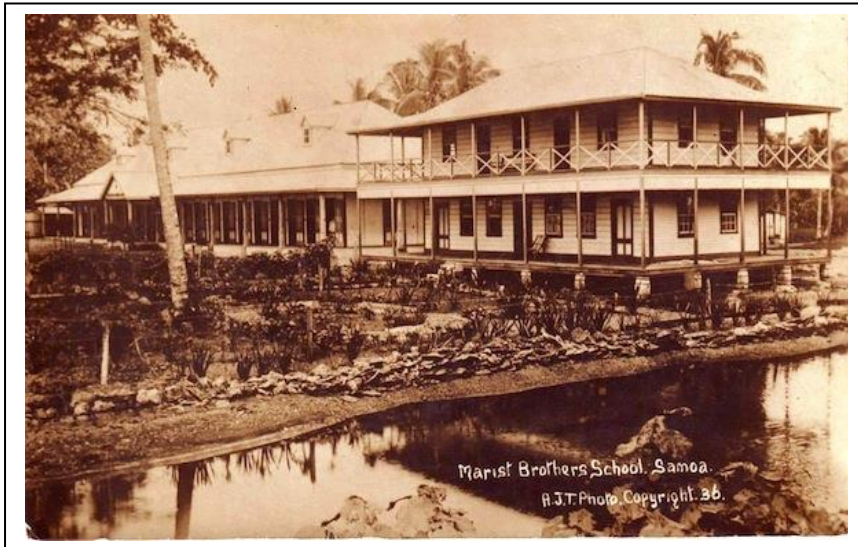
10. Explain the effects of Samoa’s emigration.

SL 3

PART C: SHORT ESSAY

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

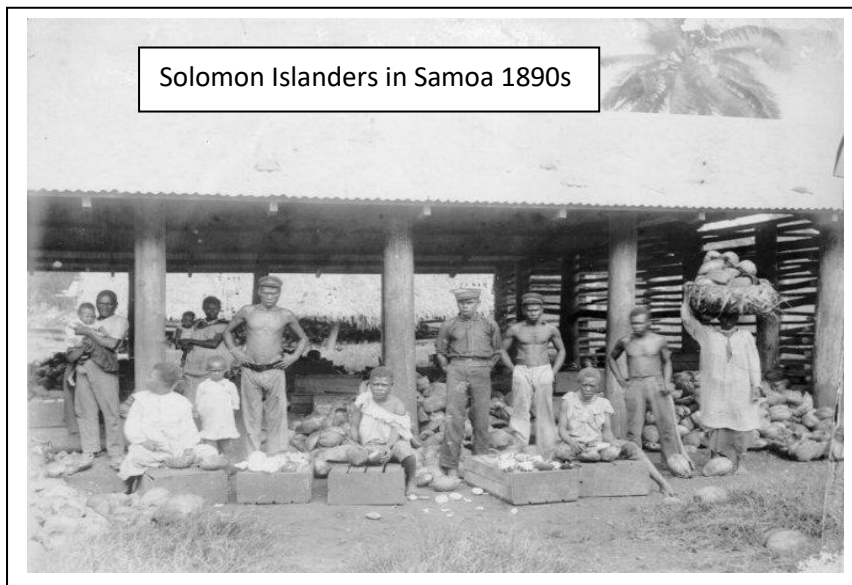
Evaluate the socio- economic impacts of immigrant groups on Samoa.
Use specific examples in your answer.



Source: <https://www.maristoldpupils.ws/img/MaristOldGermanSchoolMulivai.jpg>

Europeans who came to the Pacific brought with them material goods and different belief systems and views of the world. They had an enormous impact on Samoan society. Interactions between Samoans and Europeans affected the lifestyles and value systems of both groups of people.

Source: MESC, Year 12 History Text Book,



Source: <https://natlib.govt.nz/records/23021489?tab=cart>

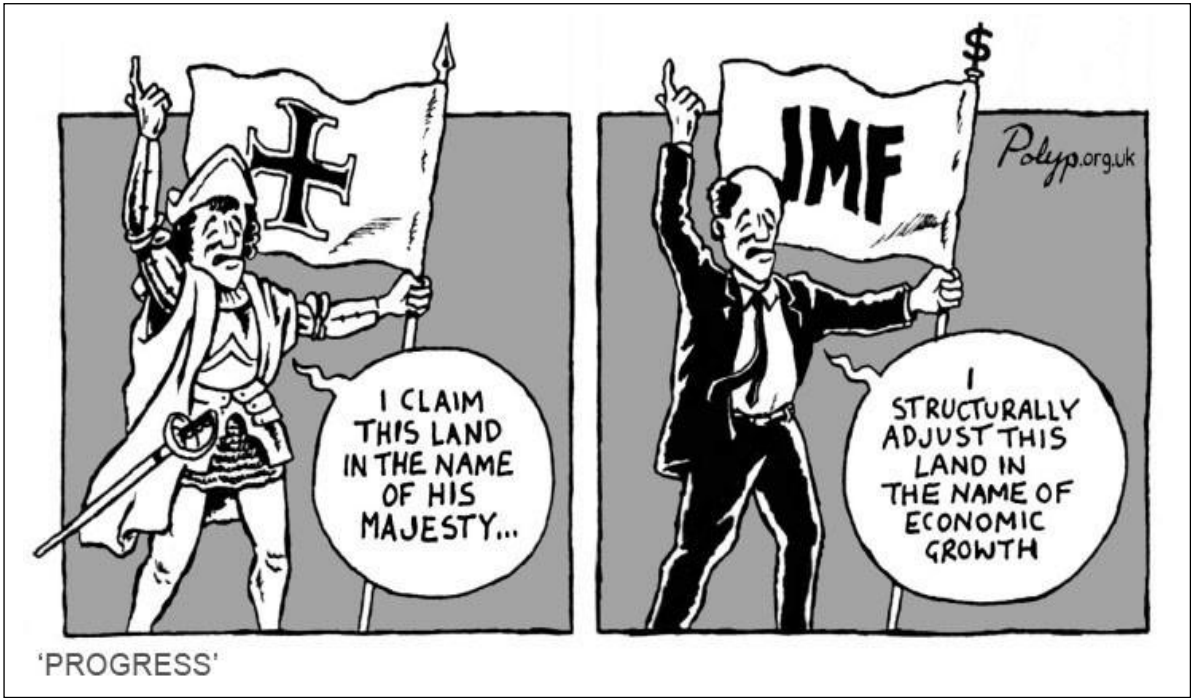
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For Scorers use ONLY

8|SSC

PART A: RESOURCE INTERPRETATION

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



Source: <https://ahtribune.com/economy/2184-colonialism-another-name.html>

15. Define **Neo-colonialism**.

SL 1

16. Identify ONE evidence of continuing colonization in the Pacific.

SL 1

17. Name ONE evidence of continuing colonization in Samoa.

SL 1

18. Give ONE cause of neo-colonialism in Samoa.

SL 1

19. Identify ONE impact of neo-colonialism in Samoa.

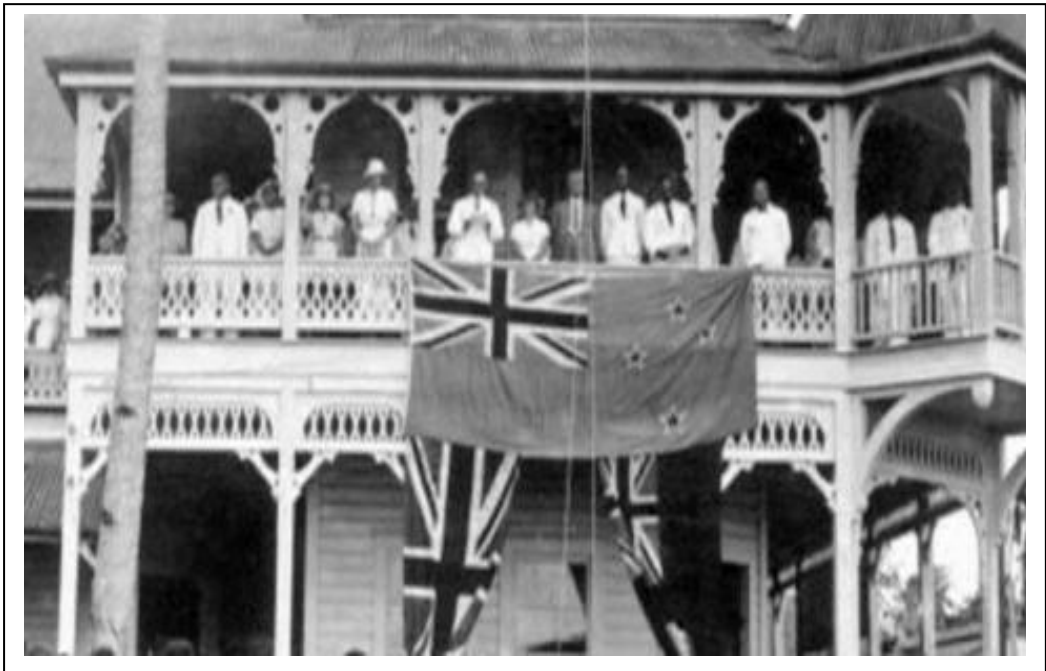
SL 1

20. Describe the causes of continuous colonization in the Pacific.

SL 2

PART B: RESOURCE INTERPRETATION

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



Source: https://www.tvnz.co.nz/one-news/new-zealand/nz-s-invasion-of-samoa-commemorated-6067506.html?variant=tb_v_1

22. Define Colonial Rule.

SL 1

23. Name the colonial power in the Gilbert Islands in the 19th century.

SL 1

24. Identify ONE Pacific Island France colonized.

SL 1

25. State ONE feature of American colonial rule in the Pacific.

SL 1

26. Describe TWO aspects of German colonial rule in Samoa.

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 20th Century.

SL 3

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

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 impact of the Fono a Faipule and Citizen's Committee on Samoa's progress to achievement of political independence. Use specific examples in your answer.



Source: <https://fonoti.wordpress.com/tag/fono-of-faipule/>

The two groups, 'Citizens Committee' and the 'Fono a Faipule' (representing local Samoans) were concerned about their roles in an independent Samoa and wanted reassurances before independence.

Source: MESC, Year 12 History Text Book, 2004, p.67

The United Nations 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.

Source: MESC, Year 12 History Text Book, 2004, p.67

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For Scorers use ONLY

	30.	31.	32.	33.
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-Israeli 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

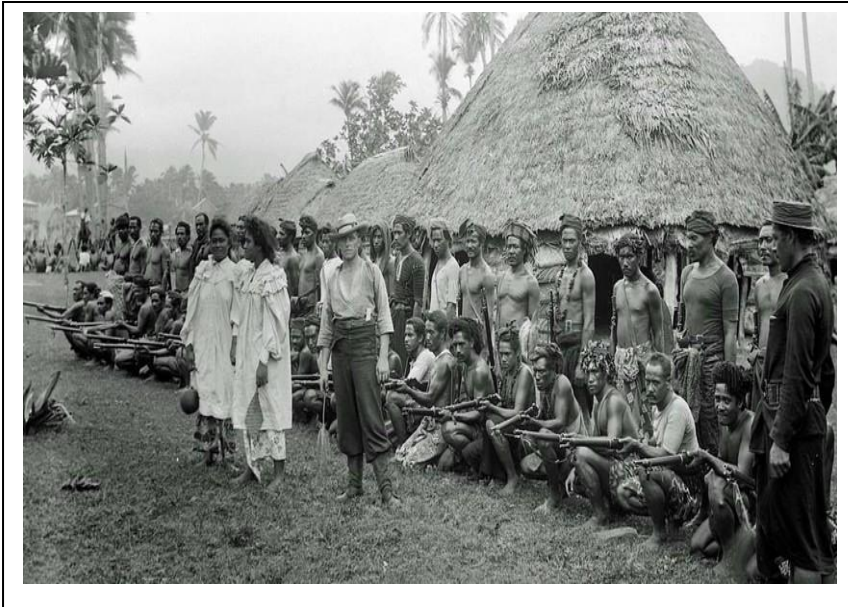
39. Describe the role of foreign powers in the Arab-Israeli conflict after 1947.

SL 2

PART B: SHORT ESSAY

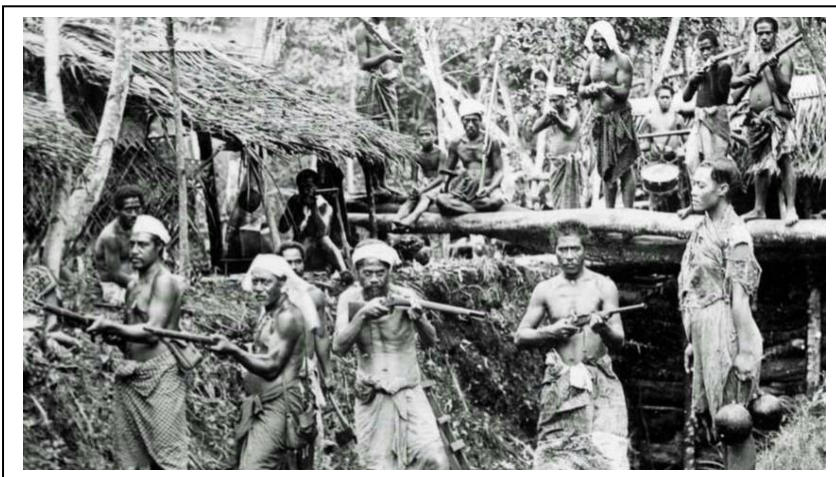
Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

Examine the positive and negative impact of the Civil Wars on Samoa in the 1800s. 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/>

For the first time, land was sold and private property introduced. Before the Europeans arrived, land did not belong to one person but to the aiga potopoto, that is, it was customary land as opposed to private land.



Source: MESC, Year 12 History Text Book, 2004, p.80

Source: MESC, Year 12 History Text Book, 2004, p 75.

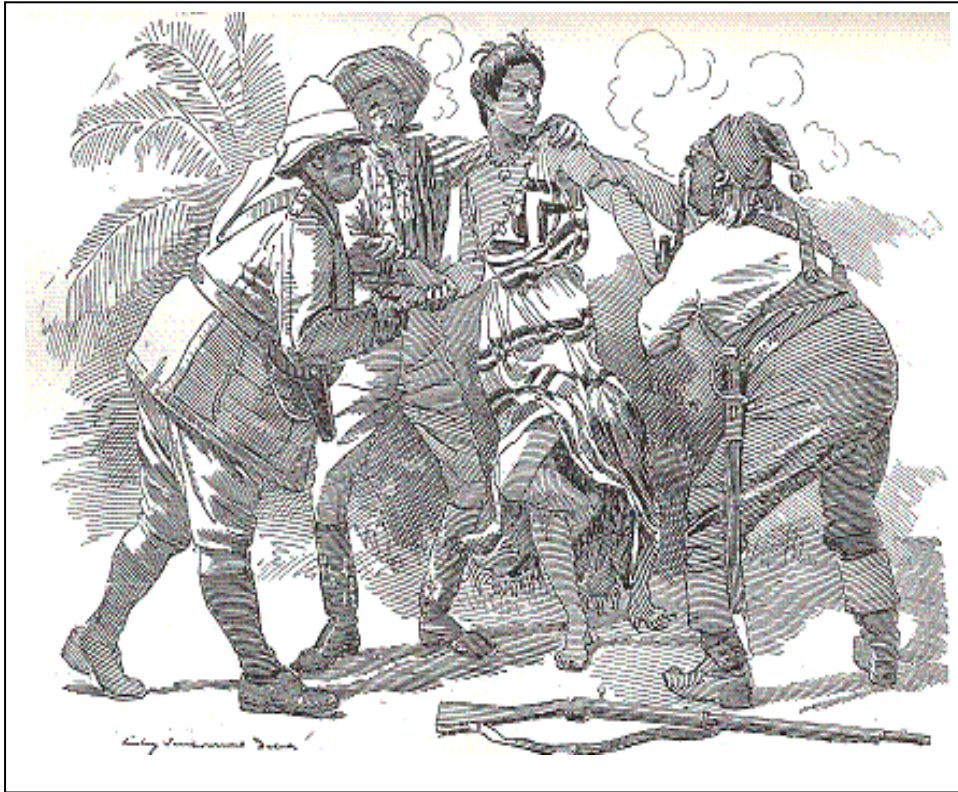
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For Scorers use ONLY

23|SSC

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 how the Pacific Way is commonly used in addressing regional issues. Use specific examples in your answer.



Source: <https://thespinoff.co.nz/politics/23-07-2019/as-the-oceans-rise-the-pacific-refuses-to-be-left-behind/>

The Pacific Way...to evolve a way of life, particularly a system of government that is congruent with key principles of our traditional culture, which, while adapted to the needs of the growing nation, is compatible with interaction with the rest of the world.

Source: MESC, Year 12 History Text Book, 2004, p128.



Source: <https://www.imf.org/external/np/seminars/eng/2012/PIC/>

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For Scorers use ONLY

	52.	53.	54.	55.
Skill Levels	4	3	2	1
Students response				

PART A: RESOURCE INTERPRETATION

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



Source: <http://samoalexploring.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

62. Explain the relationship between the market economic system and the land tenure system of Samoa.

SL 3

PART B: SHORT ESSAY

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

Discuss using examples, how Japan's economic recoveries affected international relations especially with the USA and China.



Source: <https://9qag.com/tag/japanese-invasion-of-manchuria/fresh>



Source: https://www.flickr.com/photos/washington_area_spark/46636061932

The Japanese economy relied on the silk trade ...By 1931, half the silk factories of Japan closed down ...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, 2004, p.155.

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For Scorers use ONLY

	63.	64.	65.	66.
Skill Levels	4	3	2	1
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

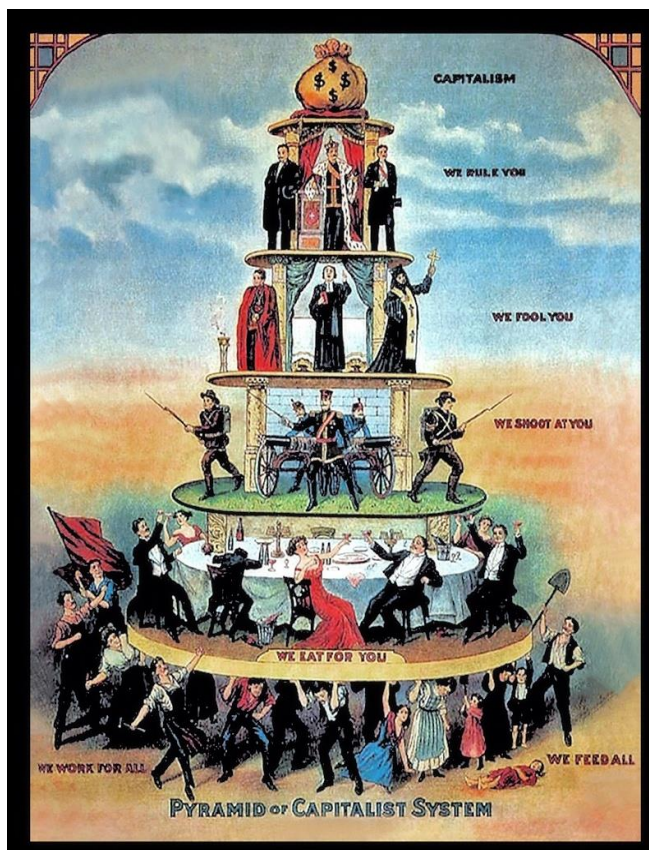
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SL 3

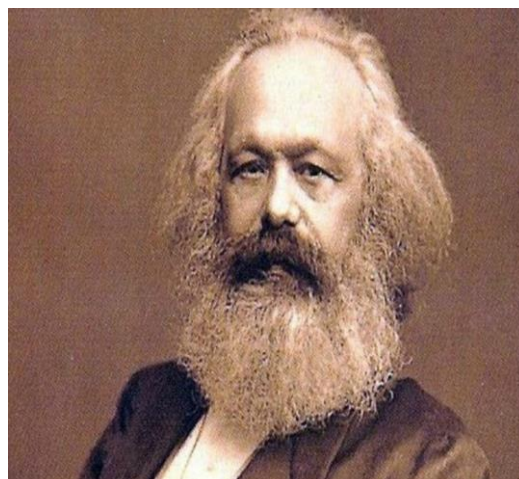
PART B: SHORT ESSAY

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

**Discuss how Karl Marx's theories influenced developments in Russia.
Use specific examples in your answer.**



Source: <https://www.tes.com/lessons/OB5vs8FA4YUJvq/year-8-review>



Source: <https://www.teacherspayteachers.com/Product/Russian-Revolution-and-Karl-Marx-DBQ-1320945>

The people would own all the property of the country. There would be no need for the 'state' to provide public services such as the army, police, prisons and so on. What would be left would be a perfect communist society.

Source, MESG, Year 12 History Text Book, 2004, p182.

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STUDENT EDUCATION NUMBER									

HISTORY

2020

(For Scorers only)

STRANDS		Weighting	Scores	Check Scorer	Double Entry (AED)
COMPULSORY STRAND 1:	MIGRATION	25			
COMPULSORY STRAND 2:	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	35			
OPTIONAL STRNAD 1:	CONFLICT	20			
OPTIONAL STRAND 2:	INTERNATIONAL RELATIONS	20			
OPTIONAL STRAND 3:	ECONOMIC TRANSFORMATION	20			
OPTIONAL STRAND 4:	GOVERNMENT AND LEADERSHIP	20			
TOTAL		100			