



--	--	--	--	--	--	--	--	--	--

# Samoa School Certificate

# HISTORY 2021

## 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 SECTIONS 1-3 and TWO OPTIONAL STRANDS from SECTIONS 4-5. Put a tick in the box for the TWO OPTIONAL strands you will answer.
4. Write your answers in the spaces provided in this booklet. If you need more papers for answers, ask the Supervisor.
5. Write your SEN on all extra sheets used and clearly number each question. Attach the extra sheets at the appropriate places in this booklet.

STRANDS		Page	Time (min)	Weighting
SECTION 1	CORE STRANDS 1 and 2	2	12	6
SECTION 2	CORE STRAND 1: MIGRATION	5	42	23
SECTION 3	CORE STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	12	56	31
SECTIONS 4 – 5				
OPTIONAL STRAND 1	CONFLICT	21	35	20
OPTIONAL STRAND 2	INTERNATIONAL RELATIONS	27	35	20
OPTIONAL STRAND 3	ECONOMIC TRANSFORMATION	33	35	20
OPTIONAL STRAND 4	GOVERNMENT AND LEADERSHIP	39	35	20
TOTAL			180	100

Check that this booklet contains pages 2-45 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 below and your knowledge to answer Questions 1 – 4.



Source: <https://asiapacificreport.nz/2018/04/17/dan-mcgarry-want-to-lead-in-the-pacific-try-listening-first/>

Choose the CORRECT letter and write your answer in the small box provided.

1. Neo-colonialism refers to the practice of influencing a country using:

- A. direct military control.
- B. new colonial administrations.
- C. capitalism, globalization, and aid.
- D. totalitarian indigenous movements.

SL 1

2. What is an example of neo-colonialism in Samoa?

- A. Humanitarian aid from Fiji.
- B. Military aid from Germany.
- C. Monetary aid from the Asian Development Bank.
- D. Education aid from members of the University of the South Pacific.

☐

SL 1

3. The cause of neo-colonialism in Samoa is due to a lack of:

- A. aid from foreign donors.
- B. control over own resources.
- C. labour to boost economic growth.
- D. resources to finance own development.

☐

SL 1

4. What is an effect of neo-colonialism in Samoa?

- A. Ongoing control of own political affairs.
- B. Continuous reliance on foreign assistance.
- C. An increase of resources in donor countries.
- D. Endless antagonism between Samoa and a former foreign power.

☐

SL 1

## PART B: TEXT INTERPRETATION

Use the resource below and your knowledge to answer **Questions 5 – 6**.

Over recent decades, a significant number of families have moved inland. Lotofaga was once located directly on the coast but now there are only a few houses left there. One explanation is that some people moved inland as better access roads were built. Another reason is that a combination of slow-onset environmental events (e.g. coastal erosion) and sudden-onset events (such as the 2009 tsunami and Cyclone Evan in 2012) has forced people to relocate inland. Very few families are still living on the coast, although they are aware of the risks associated with their decision to stay.

Source: <https://www.fmreview.org/climatechange-disasters/florespalacios>

Choose the **CORRECT** letter and write your answer in the small box provided.

5. Internal migration refers to the movement of a population:

- A. across national borders.
- B. from one village to another.
- C. across international borders.
- D. from one Pacific island country to another.

SL 1

6. According to the **text above**, what is a cause of internal migration?

- A. Lack of roads.
- B. Natural disasters.
- C. Change in land tenure.
- D. Shortage of houses on the coast of Lotofaga.

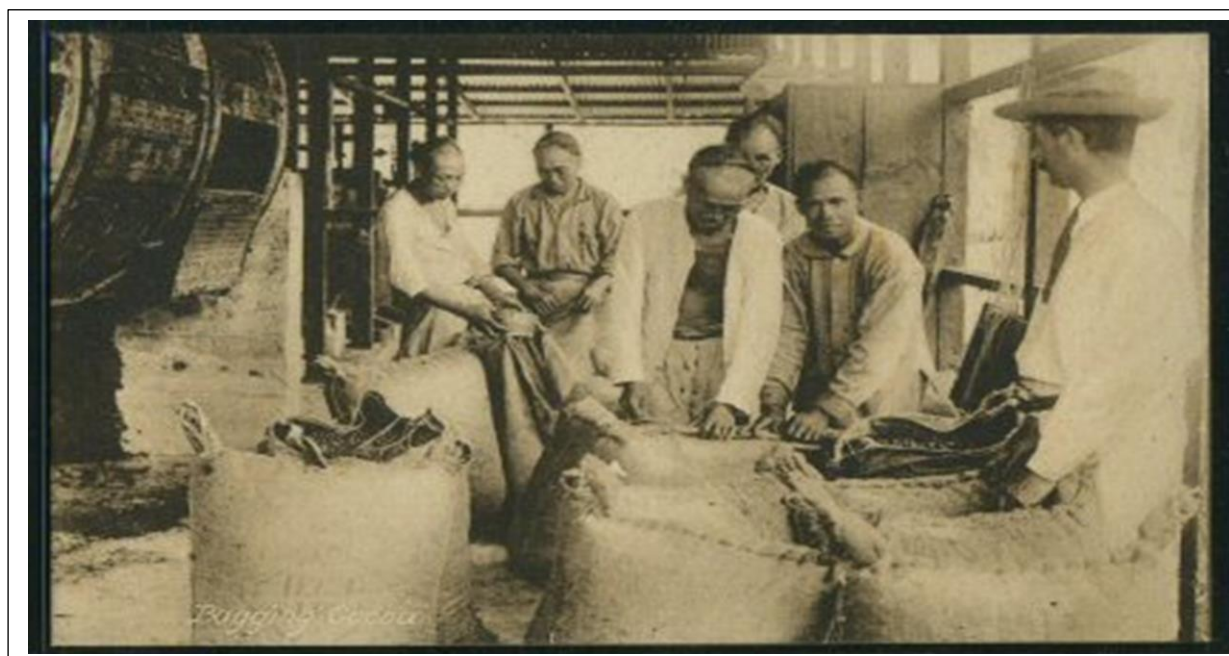
SL 1

## PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 7 – 8**.



Source: <https://natlib.govt.nz/records/23021489>



Source: <https://convincingreasons.wordpress.com/2014/07/18/the-rise-of-a-new-zealand-empire-in-the-pacific/>

7. List the TWO immigrant groups in the resources on page 5.

SL 2
------

8. Evaluate ONE impact immigrant groups have had on Samoa. Use examples to support your answer.

SL 4
------



## PART B: TEXT INTERPRETATION

Use the resource below and your knowledge to answer **Questions 9 – 10**.

Samoa has one of the largest overseas diaspora groups in the Pacific with the UN Population Division estimating the number of Samoa-born living overseas in 2013 to total 129,150 with 65,000 in New Zealand, 31,900 in American Samoa, just under 20,000 in Australia and 12,400 in the USA. The New Zealand Census of Population and Dwellings in 2013 recorded just under 50,700 Samoa-born as usually resident in the country.

Samoans have privileged access to New Zealand through a Samoan Quota and a series of work permit schemes since the late 1960s. They are active participants in New Zealand's managed seasonal migration programme, the Recognised Seasonal Employer (RSE) scheme, and have recently become a participating state in Australia's Seasonal Worker Program (SWP). Samoa is a foundation member of New Zealand's RSE scheme and became a participant in Australia's SWP in 2012.

During the year ended June 2013, 1,137 Samoans were employed as seasonal workers in New Zealand's horticulture and viticulture industries and 22 were employed in the horticulture sector in Australia. Since the second year of the RSE, Samoa has sent more than 1,000 seasonal workers to New Zealand each year, and Samoa is third in the ranking of Pacific RSE providers after Vanuatu and Tonga.

Source : [https://www.ilo.org/suva/areas-of-work/WCMS\\_407378/lang--en/index.htm](https://www.ilo.org/suva/areas-of-work/WCMS_407378/lang--en/index.htm)

9. From the text above, explain ONE reason Samoans migrate abroad.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

SL 3

10. Discuss ONE long term effect of Samoan emigration on Samoan society. Use examples to support your answer.

This image shows a blank 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.

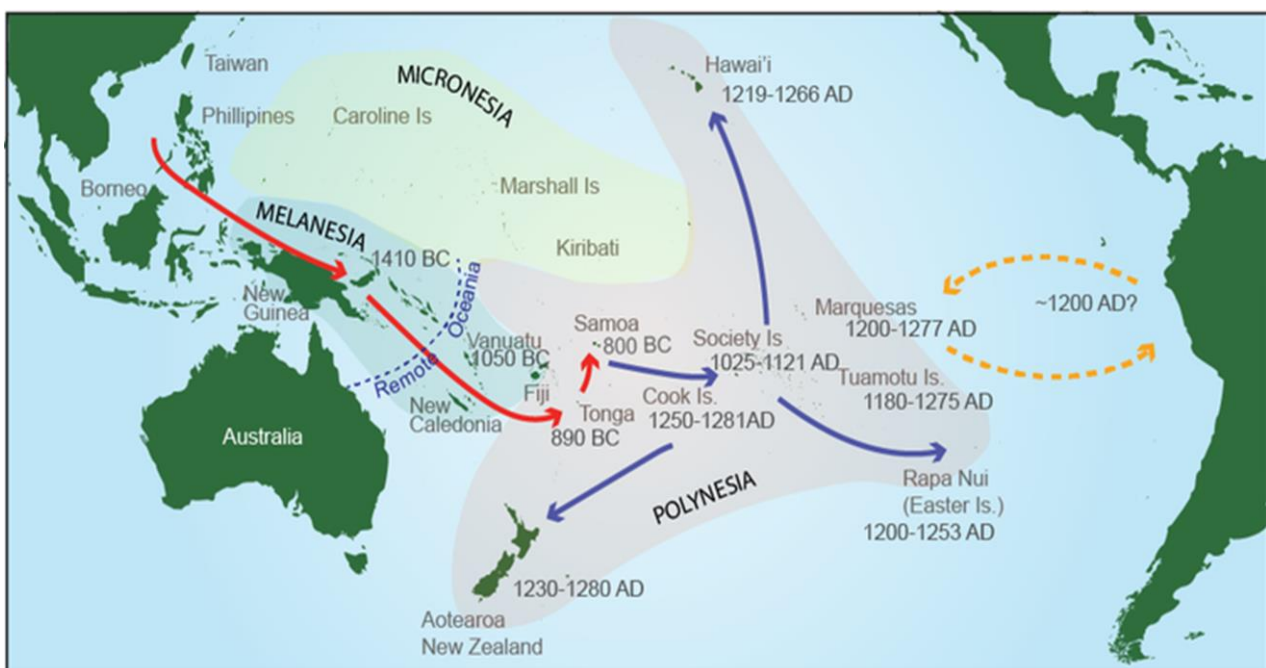


## PART C: SHORT ESSAY

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

Select **EITHER** Theory One **OR** Theory Two of Samoan migration and discuss how reliable the selected theory is. Use examples to support your answer.

- List your selected theory and another theory of Samoa's migration. (Use names other than 'Theory One', 'Theory Two', etc.).
- Describe the selected theory.
- Support the selected theory using concrete evidence.
- Make a conclusion on how reliable the selected theory is considering the evidence.



Source: <https://theconversation.com/did-ancient-americans-settle-in-polynesia-the-evidence-doesnt-stack-up-142383>

Several theories surround early Polynesian migration. However, three stand out for being most contentious yet relevant to Samoan origins. 'Theory Three' is premised on oral myths, and is generally considered scientifically unsound. This is not to say that Theory Three should be ruled out completely as a potential way of understanding early Samoan origins. It is just that verified evidence carries more weight when one is trying to prove an argument objectively. On the other hand, 'Theory One' and 'Theory Two' are considered to be more reliable, given the range of concrete evidence in support of their arguments – in terms of archaeological, biological, linguistic, or cultural discoveries.

Source: MESC, Year 12 History, 2004, p.5

This image shows a blank 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.

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.

***For Scorers use ONLY***

	11.	12.	13.	14.
<b>Skill Levels</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>
Student's Response				

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 15 – 18**.



Source: <https://nzhistory.govt.nz/media/photo/mau-versus-mandate-cartoon-1930>

15. Describe ONE reason for the formation of the protest movement in the resource (page 12).

---

---

---

---

---

---

---

---

---

---

SL 2

16. Explain ONE motive of the colonial country in the resource (page 12).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

SL 3

17. Explain the failure of a protest movement in Samoa.

This image shows a blank 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.

<b>SL 3</b>

18. Discuss how the movement in the resource (page 12) was successful in achieving political independence for Samoa. Use specific examples to support your answer.



**PART B: RESOURCE INTERPRETATION**

Use the text resource below and your knowledge to answer **Questions 19 – 21**.

To most Germans of the Wilhelmine Empire, the possession of colonies was a necessary concomitant of great-power status. And just how seriously this view was held is best illustrated by the way Germany conducted the diplomatic struggle with Great Britain and the United States in 1898 in order to gain sovereignty over Western Samoa. The German colonial enterprise by 1900 had been in existence only sixteen years, so that there had been little time to produce a body of experienced officials. Everywhere, in Africa and in the Pacific, Germans were still engaged in exploring their new territories and pacifying the natives; and every territory posed its own unique problems. The general, however, was always the same: the rapid conversion of native peoples into obedient subjects so that they might become a docile, industrious labour force for German commercial enterprise.

**Source:** Moses, J.A. 1972. "The Solf regime in Western Samoa: Ideal and reality", *New Zealand Journal of History* (6)1, p. 43.

19. Describe an example of imperialism from the text above.

---

---

---

---

---

---

---

SL 2

20. Explain the development of imperialism in Samoa.

---

---

---

---

---

---

---

SL 3

21. Compare and contrast imperialism and colonization.

<b>SL 4</b>

## 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 from colonial Samoa to modern Samoa. Use examples to support your answer.**

- Describe Christianity as a form of imperialism in Samoa.
- List the missionary societies in Samoa.
- Describe the nature of these missionary societies in colonial Samoa.
- Make a generalization on the role of missionary societies in colonial Samoa to modern Samoa.



*Source:* <https://www.rnz.co.nz/international/pacific-news/323671/samoa-catholic-church-says-bill-will-block-extremism>

The Europeans most influential during the days of Colonial Samoa were arguably the missionaries. While their main goal was to convert Samoans to Christianity, their impact on Samoan society was more than just religious. Samoa, like many parts of the Pacific, became competing grounds for various Christian denominations, represented by various missionary societies. The early missionaries were more than just 'messengers of the gospel', and their effects on culture, education, health, and warfare—among others—are still evident in Samoan society today.

*Source: MESC, Year 12 History, 2004, p.52*

[illegible]

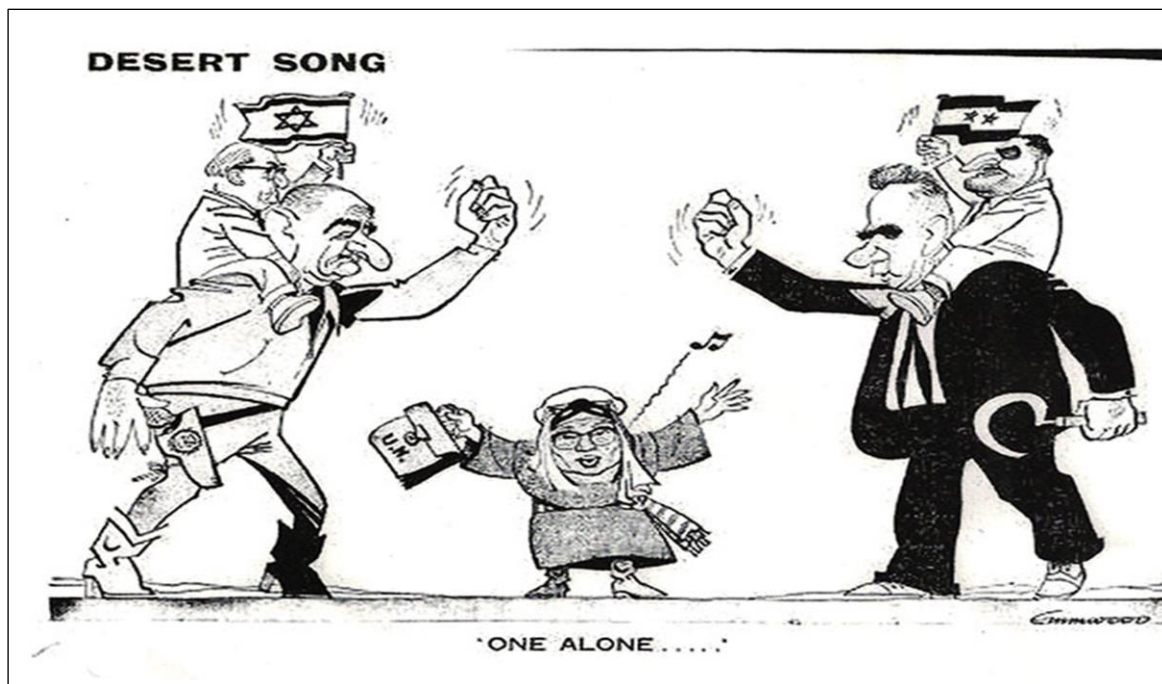
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

***For Scorers use ONLY***

	22.	23.	24.	25.
<b>Skill Levels</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>
Student's Response				

## PART A : RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 26 – 30.**

**Resource A1**

Source: <https://xander77.livejournal.com/31698.html>

**Resource A2**

Source: <https://www.aljazeera.com/opinions/2016/2/28/the-persistence-of-poverty-in-the-arab-world>

Choose the **CORRECT** letter and write your answer in the small box provided.

26. Identify an Arab state affected by the Middle East conflicts in Resource A1.

- A. Egypt
- B. Iraq
- C. Israel
- D. Syria

SL 1

27. Identify the international organization in Resource A1 that was directly involved in easing the tensions of the Middle East.

- A. Arab League.
- B. United Nations.
- C. Peel Commission.
- D. United Soviet Socialist Republicans.

SL 1

28. Identify a root cause of the Arab-Israel conflict.

- A. Islam
- B. Zionism
- C. Terrorism
- D. Holocaust

SL 1

29. Explain ONE **social impact** that the Middle East conflicts had on the people of any one country involved.

---

---

---

---

---

---

---

---

SL 3



30. Discuss ONE **economic impact** of the Middle East conflicts on the Arab countries involved. Use examples to support your answer.

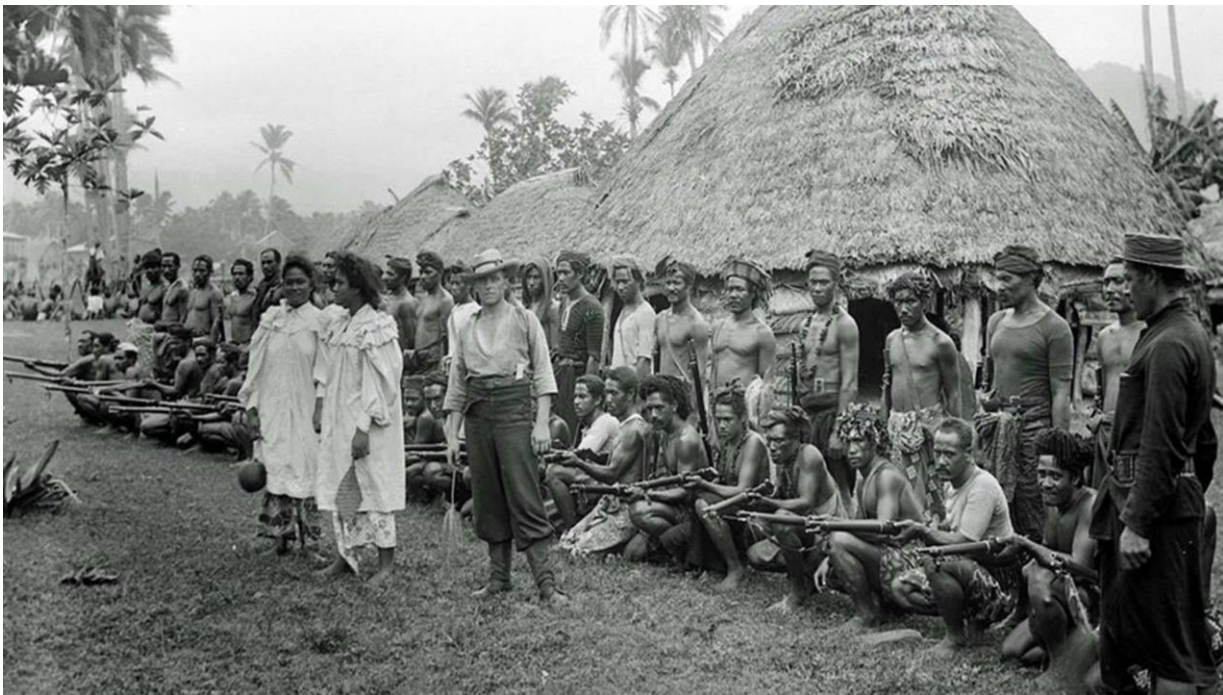
<b>SL 4</b>

## PART B: SHORT ESSAY

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

**Explain the causes and effects of the civil wars in Samoa in the 1800s. Support your answers with specific examples.**

- Describe the nature of the conflicts.
- Describe how the conflicts were resolved.
- Explain the causes and effects of the civil wars.



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

The [... foreign powers] were formally represented in Sāmoa by consuls who resided in Sāmoa to make sure that the interests of their settlers and mother country were safeguarded. While the civil wars were raging on in Sāmoa, the imperial powers were embarking on a quest to find colonies. It was said that the more colonies, the more powerful the empire was. Note that they were interested in Sāmoa because of its raw materials, and the Pago Pago harbour for its strategic location. Europeans influenced the civil wars to a great extent, and deepened and intensified the conflict in Sāmoa.

Source: Samu, T., Sinisa, V. & Faasili, T. 2004. *History Year 12*, Government of Samoa Ministry of Education, Sports and Culture, Apia, p.81.

[illegible]

This image shows a blank 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.

***For Scorers use ONLY***

	31.	32.	33.	34.
<b>Skill Levels</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
Student's Response				

**PART A: RESOURCE INTERPRETATION**

Use the resource below and your knowledge to answer **Questions 35 – 39**.



Source: <https://www.samoaoobserver.ws/category/world/35760>

**6. Ballot**

As recommended by General Assembly resolution 1569 (XV), the following questions were put to the voters:

‘Do you agree with the Constitution adopted by the Constitutional Convention on 28 October 1960?’

‘Do you agree that on 1 January 1962, Western Samoa should become an independent State on the basis of that Constitution?’

**7. Voting and declaration of results**

The voting took place on 9 May 1961. Five United Nations observers covered the voting process in 14 polling stations.

The result of the voting showed that of the total registered voters who voted, 83 percent voted ‘yes’, and 13 percent voted ‘no’ on the first question and 79 percent voted ‘yes’ and 13.5 percent voted ‘no’ on the second question.

Source: United Nations Department of Political Affairs, *Trusteeship and Decolonization*, 1983. ‘Decolonization’. No. 19

Choose the **CORRECT** letter and write your answer in the small box provided.

35. Identify the treaty that Samoa signed in 1962.

- A. Treaty of Berlin.
- B. Treaty of Friendship.
- C. Bipartite Treaty of 1962.
- D. Tripartite Treaty of 1899.

	SL 1

36. Which country did Samoa maintain the closest relations with after 1962?

- A. Australia
- B. Germany
- C. Great Britain
- D. New Zealand

	SL 1

37. Identify ONE condition set out in the Treaty signed in 1962.

- A. International aid would be shared between the two countries.
- B. International affairs would be negotiated by the foreign power.
- C. Citizens of the foreign power would be free to immigrate to Samoa.
- D. Samoa would have to provide labour to the foreign power upon request.

	SL 1

38. Explain the significance of the Treaty during this time.

---

---

---

---

---

---

---

---

---

---

SL 3

39. Critically evaluate the impact of one other treaty on Samoa during the period of European contact.

SL 4



## PART B: SHORT ESSAY

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

**Discuss how Samoa benefits by being affiliated with regional and international organizations and the significance of foreign policy for Samoa. Support your answer with specific examples.**

- Describe the nature of Samoa's contribution to regional organizations.
- Describe the nature of Samoa's international relations.
- Explain how Samoa benefits from its regional and international affiliations.
- Explain why it is important for Samoa to have a foreign policy.



Source: <https://corporate.southpacificislands.travel/48th-pacific-islands-forum-communique/>

Pacific regionalism refers to the expansion of political and economic influence of indigenous Pacific Islanders by collectively deciding on their own affairs. Pacific regionalism has given rise to many organizations, sub-organizations and programs. Membership and participation in these organizations and programs involve contributing to discussions and consenting to policies for the benefit of individual Pacific islands and the Pacific as a whole. Samoa enjoys affiliation with many such organizations and has benefited in areas of agriculture, education, fishing, health, trade, etc.

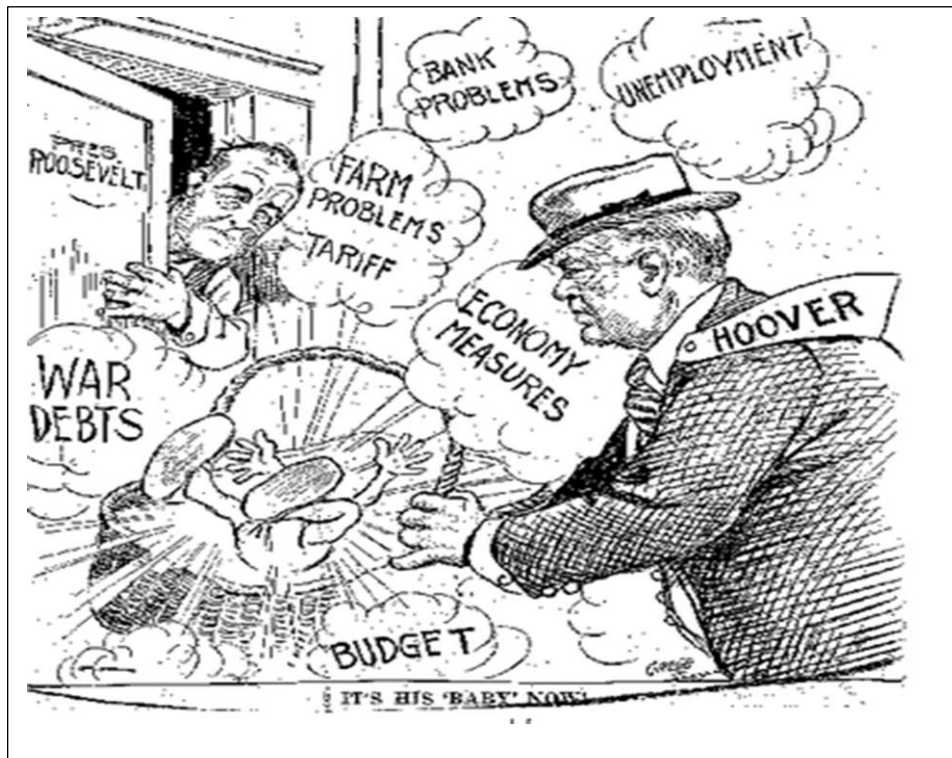
Source: MESC, Year 12 History, 2004, p.108

[illegible]

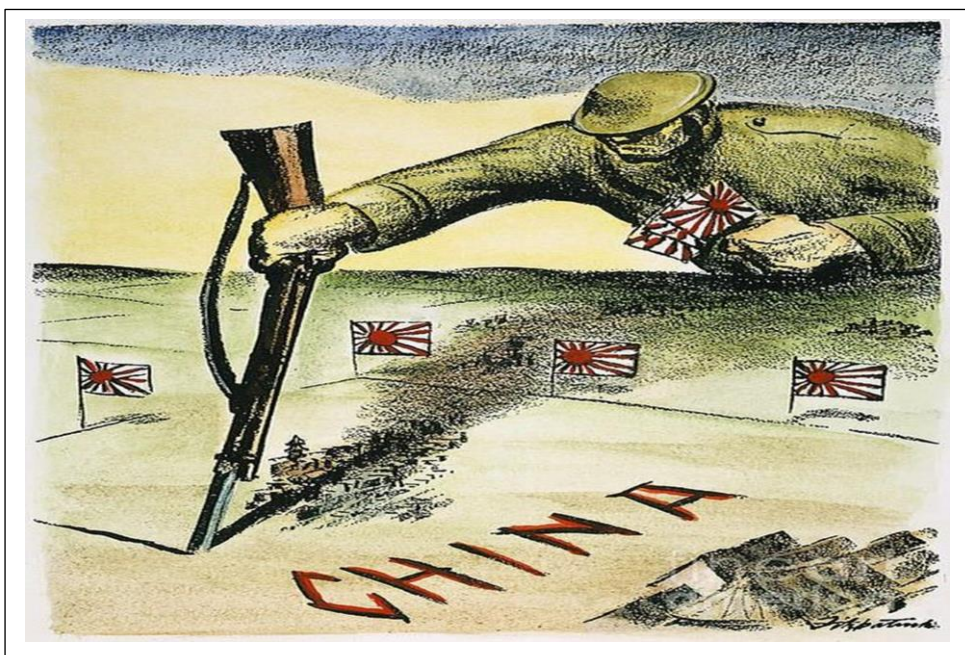


## PART A: RESOURCE INTERPRETATION

Use the resources and your knowledge to answer **Questions 44 – 48**.



Source: <https://thedustbowldays.weebly.com/political-cartoons.html>



Source: <https://www.amazon.sg/Imperialism-American-Expansionism-Sino-Japanese-Fitzpatrick/dp/B07CG68MB5>

Choose the **CORRECT** letter and write your answer in the small box provided.

44. 'The Great Depression' of the 1930s was the most:

- A. depressing period in modern history.
- B. severe worldwide war in modern history.
- C. economically productive period in modern history.
- D. severe worldwide economic recession in modern history.

SL 1

45. Identify the country affected by the depression in **Resource A**.

- A. China
- B. Japan
- C. Great Britain
- D. United States of America

SL 1

46. Identify **ONE** characteristic of The Great Depression.

- A. Cause of WWII
- B. Crash of the stock market.
- C. Insecurity of financial situations.
- D. Overproduction of agricultural produce.

SL 1

47. Compare the effects of the depression on TWO countries.

---

---

---

---

---

---

---

---

---

---

SL 3

48. Discuss how Japan's attempts to recover from The Great Depression affected international relations with the USA and/or China. Use examples to support your answer.

SL 4



## PART B: SHORT ESSAY

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

**Explain the relationships of the market economic system and the subsistence economic system in Samoa. Support your answer with specific examples.**

- Describe the market economic system in relation to Samoa.
- Describe the subsistence economic system in relation to Samoa.
- Explain the relationship between the market economic system and the land tenure system of Samoa.
- Compare the efficiency of the subsistence system to the market economic system.



**Source:** <https://xdaysiny.com/arrival-in-samoa/maketi-fou-apia-food-market-samoa-1/>

Well-being is increasingly dependent on monetary wealth in part due to global capitalist imperialism. Samoa's position in the global economy is one that participates in capitalist ideals of financial accumulation as a way to continue cultural practices that would otherwise be colonized. Despite the overwhelming need for money in order to participate in global politics, Samoa retains subsistence wealth nationally. The two seemingly incompatible forms of wealth function together, yet they still clash and hold the other as invalid. Wealth reflects what is valued in a society.

**Source:** Hosman, T. 2019. "Subsistence influence in Samoa: Influences of the capitalist global economy on conceptions of wealth and well-being", *Independent Study Project (ISP) Collection*, 3045, p.37.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.





## PART A: RESOURCE INTERPRETATION

Use the resources below and your knowledge to answer Questions 53 – 57.



Source: <https://www.sutori.com/story/china-the-open-door-policy--TG9og7vtd6q857mSTjjEzFTw>



Source: <http://sebhistry12.weebly.com/the-chinese-communist-party.html>

Choose the **CORRECT** letter and write your answer in the small box provided.

53. Name a foreign power that was interested in China in the 19<sup>th</sup> century.

- A. France
- B. Taiwan
- C. Australia
- D. Czechoslovakia

SL 1

54. Name a Chinese leader that competed for control of China from the early to mid-20<sup>th</sup> century.

- A. Sun Yat Sen
- B. Mao Zedong
- C. Michinomiya Hirohito
- D. Empress Dowager Cixi

SL 1

55. Explain why foreign forces were interested in China.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

SL 3

56. Communism is defined as a political system in which:

- A. the state controls property and economic resources.
- B. all citizens share equal portions of economic resources.
- C. there is little government control over property and trade.
- D. one person has total power and has taken over a country by force.

7

<b>SL 1</b>
-------------

57. Discuss how China's communist and totalitarian leadership style affected the lives of Chinese people in the 20<sup>th</sup> century.

This image shows a blank 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.

SL 4
------

## PART B: SHORT ESSAY

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

**Compare and contrast communism between China and Russia. Support your answer with specific examples.**

- Describe the economic and social conditions that gave rise to communism in EITHER China OR Russia.
- Differentiate between communism and capitalism.
- Identify and compare communism (i.e. leadership styles, causes, effects, etc.) between China and Russia.



Source: <https://www.andyross.net/marxism.htm>

It is evident that the Soviet Union and Communist China have many characteristics in common. They stem mainly from parallel or identical concepts of power and its purposes, internal and external, accepted by the respective top leadership groups. These concepts have been translated into similar methods of societal organization, imposed value standards, and lines of day-to-day policy at home and abroad. Differences between the two countries arise from the nature of the economies controlled by Moscow and Peking; from the length of time the Communist regimes have been established; from certain characteristics of each top leadership group; from the elements in the Russian and Chinese cultures that even modern totalitarianism has not wholly erased; and from problems presented by the goal of external expansion that the Soviet Union and Communist China share.

Source: Rostow, W. 1955. "Russia and China under communism", *World Politics* (7)4, p.513.



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

***For Scorers use ONLY***

	58.	59.	60.	61.
<b>Skill Levels</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
Student's Response				

STUDENT EDUCATION NUMBER									

## HISTORY

**2021**

*(For Scorers only)*

STRANDS		Weighting	Scores	Check Scorer	AED Check
SECTION 1	CORE STRANDS 1 AND 2	6			
SECTION 2	CORE STRAND 1: MIGRATION	23			
SECTION 3	CORE STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	31			
SECTIONS 4-5					
OPTIONAL STRAND 1	CONFLICT	20			
OPTIONAL STRAND 2:	INTERNATIONAL RELATIONS	20			
OPTIONAL STRAND 3:	ECONOMIC TRANSFORMATION	20			
OPTIONAL STRAND 4:	GOVERNMENT AND LEADERSHIP	20			
TOTAL		100			