



Samoa Secondary Leaving Certificate

HISTORY

2018

QUESTION and ANSWER BOOKLET

Time allowed: 3 hours and 10 minutes

INSTRUCTIONS

1. Write your **Student Enrolment Number (SEN)** in the space provided at the top right hand corner of this page.
2. You must answer the **CORE STRAND** and **TWO OPTIONAL STRANDS**.
3. Place a ✓ in the box next to the TWO Optional Strands you will answer.
4. Write your answers in the spaces provided in this booklet. If you need more space for answers, ask the Supervisor for extra paper.
5. Attach the extra sheets at the appropriate places in this booklet.

CURRICULUM STRANDS			Page	Time (min)	Weighting
✓	CORE STRAND	International Relations	2	72	40
	OPTIONAL STRAND 1	Migration	14	Select 2 options. You have 54 minutes on each or a total of 108 mins. on both.	60 for two (2) strands only.
	OPTIONAL STRAND 2	Imperialism, Colonialism, Nationalism and Decolonisation	23		
	OPTIONAL STRAND 3	Conflict	32		
	OPTIONAL STRAND 4	Economic Transformation	41		
	OPTIONAL STRAND 5	Systems of Power and Authority	50		
			totals	180	100

Check that this booklet contains pages 2- 58 in the correct order and that none of these pages are blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer Number 1 to 6.



Source: *Harper's Weekly*, 1905.

1. State the year of the first Moroccan Crisis.

2. Identify one cause of the first Moroccan Crisis.

Skill Level 1

Skill Level 1

3. State the year of the Algeciras Conference.

Skill Level 1

4. Describe what is meant by 'An interrupted *tete-a-tete*' in the resource above.

Skill Level 2

5. Describe two outcomes of the first Moroccan Crisis.

Skill Level 2

6. Explain three ways in which the first Moroccan Crisis affected the countries that were involved.

[illegible]

Skill Level 3

Part B: Resource Interpretation

Use the given resource and your own knowledge to answer Number 7 to 11.



Source: Punch Magazine, 1935.

7. State the year of the Abyssinian crisis.

Skill Level 1

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8. Name TWO countries that were directly involved in the Abyssinian Crisis.

Skill Level 1

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9. State the incident that led to the Abyssinian Crisis.

Skill Level 1

10. Explain the causes and effects of the Abyssinian Crisis

Skill Level 3

[illegible]

11. Discuss the League of Nations responses to the Abyssinian Crisis.

Skill Level 4

Part C: Text and Resource Evaluation

Use the given resources and your own knowledge to answer Number 12 to 16.

“Not only did I believe profoundly in these principles; I took it for granted that on them alone would the Treaties of Peace be based. Apart from their inherent moral compulsion, apart from the fact that they formed the sole agreed basis of our negotiation, I knew that the President possessed unlimited physical power to enforce his views. We were all, at that date, dependent on America, not only for the sinews of war, but also for the sinews of peace. Our food supplies, our finances, were entirely subservient to the dictates of Washington. The force of compulsion possessed by Woodrow Wilson in those early months of 1919 was overwhelming. It never occurred to us that, if need arose, he would hesitate to use it.” (Harold Nicholson, *Peace-Making 1919*, London. 1964)

Source: <http://www.fransamalingvongesusau.com/.pdf>



Source: W. Dyson Cartoon in Daily Herald, 1919

12. Define peace treaty.

Skill Level 1

13. Identify the 'Tiger' in the resource caption above.

Skill Level 1

14. Identify two Allied powers (countries) who signed the Treaty of Versailles.

Skill Level 1

15. Explain the main terms of the Treaty of Versailles.

[illegible]

Skill Level 3

16. Discuss, with the use of examples, why the Treaty of Versailles did not work.

[illegible]

Skill Level 4

Part D: Essay

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

Discuss the ways in which the Cold War became a Global event. Use specific examples to illustrate your answer.



Source: <https://www.nationalww2museum.org/war/articles/big-three>



Source: <https://www.thegamerules.com/en/board-games/multi-user/quartermaster-general-the-cold-war-detail>



Source: <https://www.sahistory.org.za/article/nuclear-age>

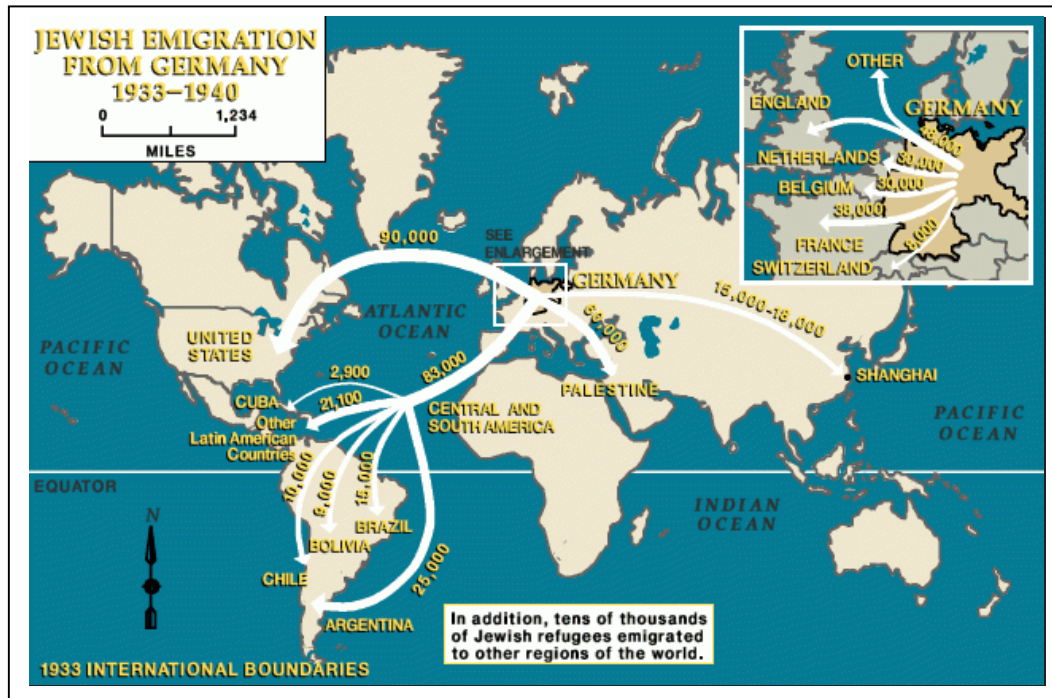
For forty-five years the Cold War was at the center of world politics. It dominated the foreign policies of the two superpowers – the United States and the Soviet Union – and deeply affected their societies and their political, economic, and military institutions. The Cold War also shaped the foreign policy and domestic politics of most other nations around the globe. Few countries, in fact, escaped its influence. Because the distinctive characteristics of the Cold War era took form in the years immediately following the Second World War, examining its origins is central to understanding international history in the last half of the twentieth century.

Source: Painter, D.D and Leffler, N.P (2005) retrieved from:
(http://www.hist.asu.ru/faculty/cafedrs/library/Origins_of_Cold_War.pdf)

[illegible]

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer Number **21 to 26**.



Source: <https://encyclopedia.ushmm.org/content/en/map/jewish-emigration-from-germany-1933-1940>

21. Define Diaspora.

Skill Level 1

22. Name one German economic policy that contributed to Jewish migration.

Skill Level 1

23. Identify a destination where the Jews migrated to during the Nazi regime.

Skill Level 1

24. Describe the German political policies that contributed to Jewish migration.

Skill Level 2

25. Describe the movement of people to Germany during the Nazi regime and what they were used for.

Skill Level 2

Part B: Text and Resource Evaluation

Use the given resources and your own knowledge to answer Number 27 to 31.

After the construction of the Berlin Wall in 1961 and thus the reduction of the number of German migrants from the GDR, West Germany increased its recruitment of **guest workers**. Up until 1973, when recruitment stopped, the number of foreigners increased in terms of both numbers and their share of the labour force. At the same time, the dominant source countries also changed. The number of foreigners now amounted to 4 million, and their share of the population reached 6.7 percent of Germany's total population. Some 2.6 million foreigners were employed – a level which has not been seen since then. By 1973, the most important country of origin was no longer Italy, but rather Turkey, which accounted for 23 percent of all foreigners.



Turkish workers arrive in Germany 1960s.

Source: <https://www.dw.com/en/turkish-guest-workers-transformed-german-society>

Source: MESC History Year 13 Text. p. 19

27. Define 'guest worker'.

Skill Level 1

28. Identify the main origin country of the largest guest workers in Germany.

Skill Level 1

- 29.** Describe some common features of German immigrant policy for guest workers.

Skill Level 2

- 30.** Explain how Germany fostered the integration of migrants.

Skill level 3

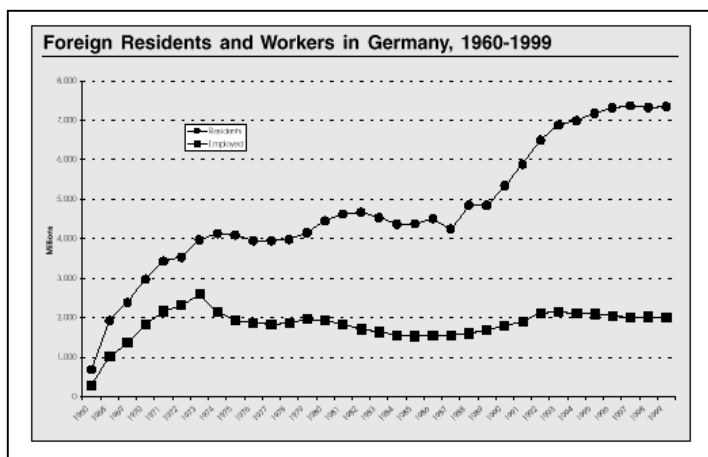
- 31.** Explain how the demographic characteristics of a country changes as a result of migration.

Skill Level 3

Part C: Essay

Use the given resources and your own knowledge to write an essay response of 250 – 300 words on the following topic:

Discuss how post war German migration policies affect asylum and refugee's movement. Use specific examples in your answer.



Source: <https://cis.org/Report/There-Nothing-More-Permanent-Temporary-Foreign-Workers>

By the end of the 1980s, *Aussiedler* were not the only immigrants whose numbers had increased. Numerous crises within the European continent meant there were more people who wanted asylum in Germany. Whereas in 1987, 57 400 people applied for asylum, between 1988 and 1992 a total of 1.1 million people applied for asylum. The peak was reached in 1992, when nearly 440 000 asylum seekers filed applications.

Source: MESC History Year 13 Text.p.19



This Bosnian Serb family was among the millions of refugees displaced by the wars in former Yugoslavia

Wars in Croatia and in Bosnia and Herzegovina led to an upsurge of asylum requests in Germany, with 438,000 first-time requests in 1992. In 1993, the parliament changed the German constitution and imposed stricter requirements for asylum seekers in Germany.

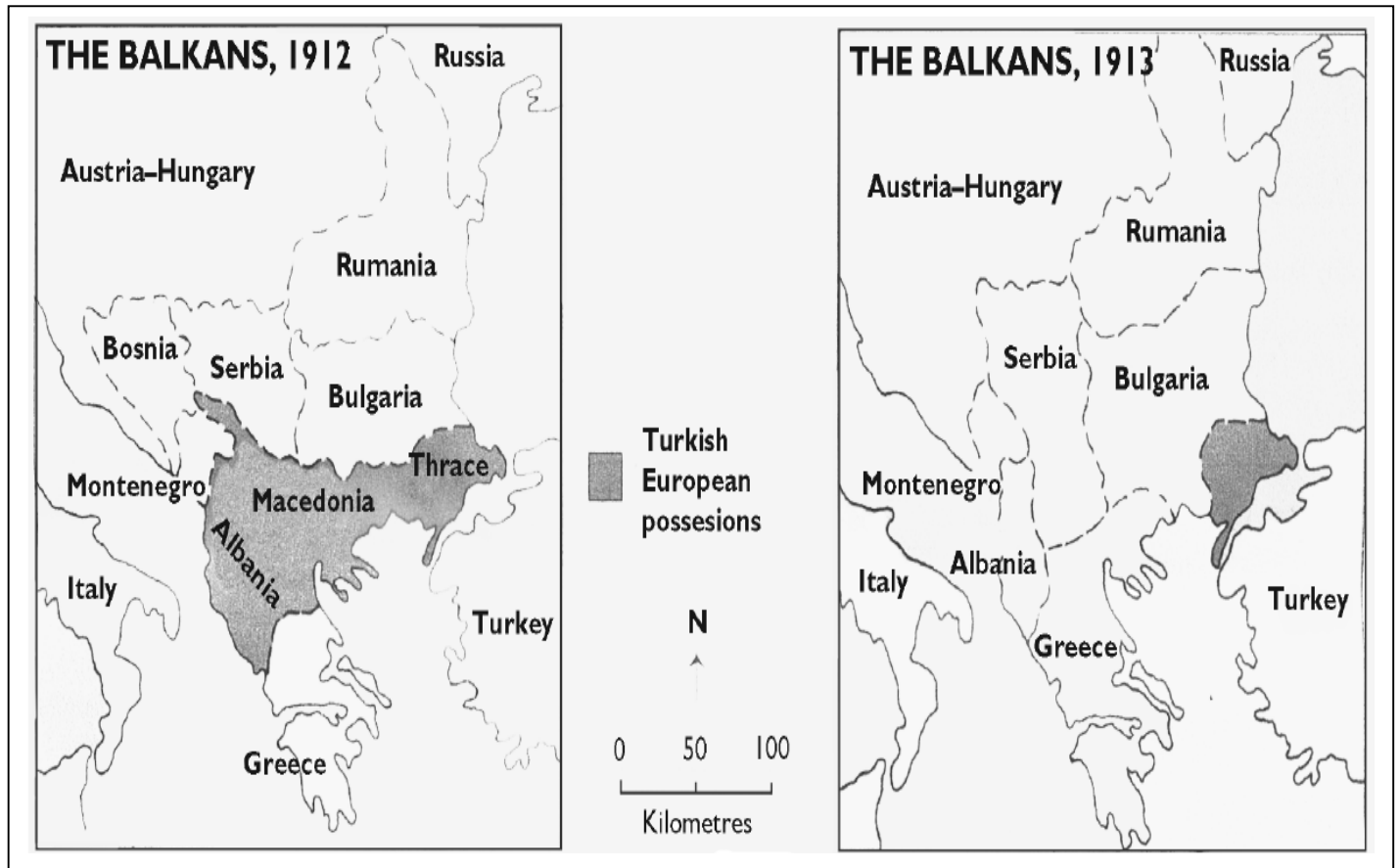
Source: <http://www.infomigrants.net/en/post/8463/a-brief-history-of-refugees-who-escaped-to-germany>

[illegible]

**OPTIONAL STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM and
DECOLONISATION** **Weighting 30**

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer **Number 36 to 41**.



Source: MESC History Year 13 Text. p. 31

36. Define Imperialism.

Skill Level 1

37. Define Nationalism.

Skill Level 1

38. Name one incident that prompted the clash of imperialistic motives and nationalistic ambitions of the nations in the Balkans.

Skill Level 1

39. Describe the relationship among countries of the Balkan region from 1900-1914.

Skill Level 2

40. Describe the assassination at Sarajevo.

Skill Level 2

41. Explain how the assassination at Sarajevo contributed to the first world war.

Skill Level 3

Part B: Text and Resource Evaluation

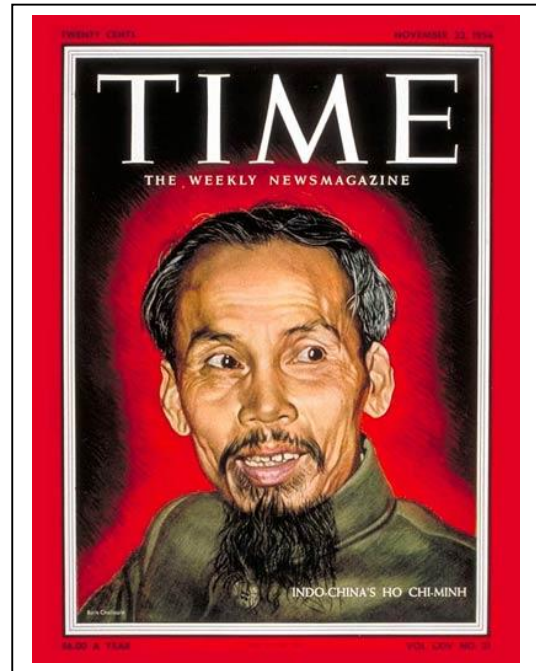
Use the given resource and your own knowledge to answer Number 42 to 47.

Vietminh

While in China, Ho Chi Minh and his followers began to set up a new secret force called the Vietminh. It was aimed at uniting Communists and nationalists provided they were prepared to fight both the French and the Japanese. This new force consisted of peasant farmers, women, and even Chinese volunteers.

- Women smuggled gun parts through enemy territories
- Children smuggled food and water through enemy territory to the men
- So great was their determination that they even engaged in suicide attacks.

Source: MESC History Year 13 Text. p. 43



Source: TIME Magazine, 1956

42. Define Guerrilla warfare.

Skill Level 1

43. Name the battle at which the Vietminh defeated the French.

Skill Level 1

44. State the date of this battle where the Vietminh defeated the French.

Skill Level 1

45. Describe two significant achievements of Ho Chi Minh.

Skill Level 2

46. Describe two guerrilla warfare activities of the Vietminh independence movement.

Skill Level 2

47. Explain what motivated Ho Chi Minh to fight for Vietnam's independence.

[illegible]

Skill Level 3

Part C: Essay

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

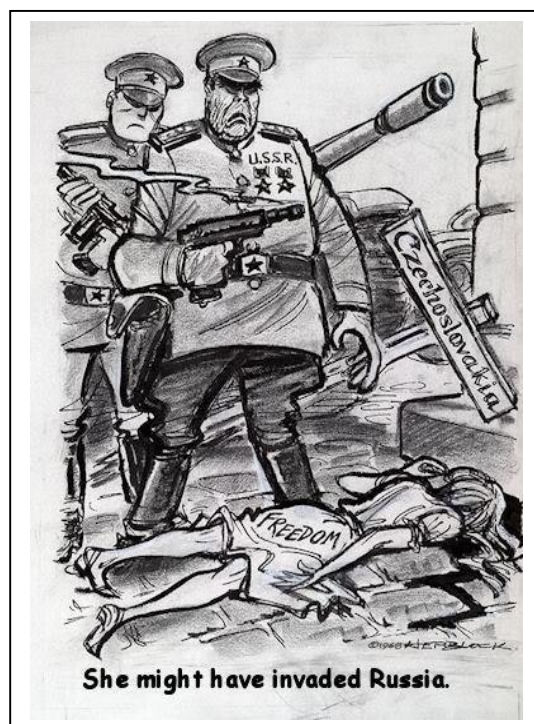
Examine the Soviet Satellite states' enthusiasm to break away from the Soviet Union. Use specific examples of the different Satellite states in your discussion.



Source: <https://www.quora.com/Is-the-Soviet-Union-responsible-for-the-Cold-War>

Several Eastern European countries that were once subjects of Turkey found themselves Soviet satellites (countries under the dominance and influence of the USSR). From March 1946, nation after nation in Eastern Europe had Soviet style governments installed. A few leaders of some nations willingly took up Communism while others were forced by violence and even assassination. Around the 1950s, some of these nations wanted to break away, but that was impossible because the Soviet army was stronger and tanks would roll in and crush any rebellion. Organised opposition within Russia itself was impossible because the Communist Party controlled every aspect of life. So rebellions against communist governments were crushed.

Source: *MESC History Year 13 Text. p.33*



Source: <http://juliannahistory12.weebly.com/czechoslovakia>

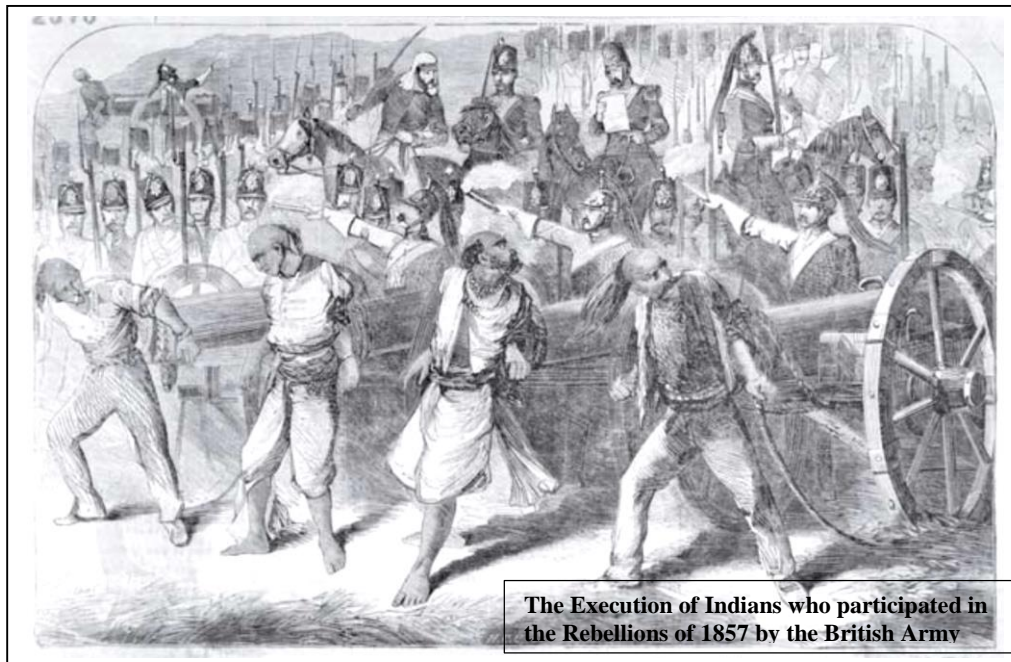


Source: <https://www.ebrd.com/news/2014/czechoslovakia1989>

[illegible]

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer Number **52 to 57**.



Source: Cole, J & Symes, C. 2015. *Western Civilizations Their History & Their Culture*

52. Define mutiny.

Skill Level 1

53. Define 'Sepoy.'

Skill Level 1

54. Name the year of the Sepoy Rebellion.

Skill Level 1

55. Describe the political nature of British Foreign policies that caused discontent amongst the Indian population.

Skill Level 2

56. Describe two events that occurred during the Sepoy Mutiny.

Skill Level 2

57. Explain one reason for the Sepoy Mutiny and one effect on the Sepoy.

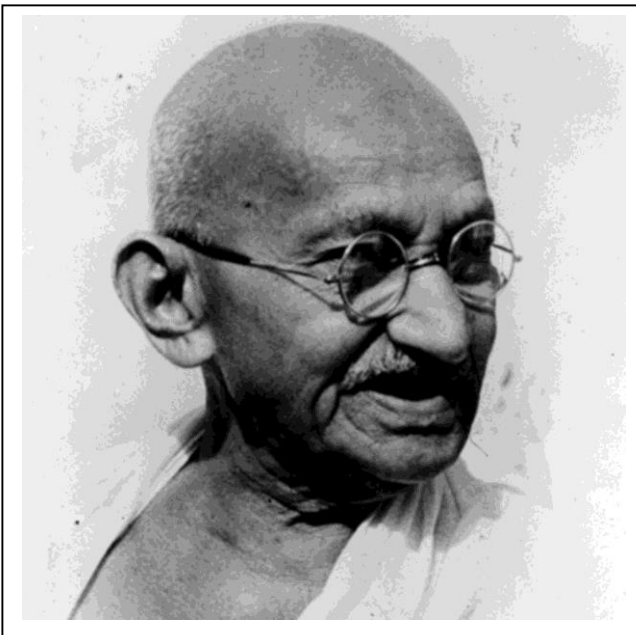
[illegible]

Skill Level 3

Part B: Text and Resource Evaluation

Use the given resources and your own knowledge to answer Number **58 to 63**.

During World War II, Gandhi drafted a resolution calling for the British to Quit India. They made it clear that they would not support the war effort unless India was granted independence. Many Indians were prepared to fight with the British forces against Japan, which wanted to conquer India and make it part of its Asian empire. Some feared that the Japanese would be even worse conquerors than the British. However, these Indians said that they would fight with the British on the understanding that when the Allies won the war the British would grant India independence.



Source: MESC History Year 13 Text. p.54

Source: <https://www.biography.com/news/gandhi>

58. State one feature of Nationalism.

Skill Level 1

59. Name the year the Quit India campaign was launched.

Skill Level 1

60. Name the person responsible for the Quit India Movement.

Skill Level 1

61. Describe the importance of the Quit India Movement.

Skill Level 2

62. Describe two events that led to the Quit India Movement.

Skill Level 2

63. Explain two consequences of the Quit India Movement for both India and Britain.

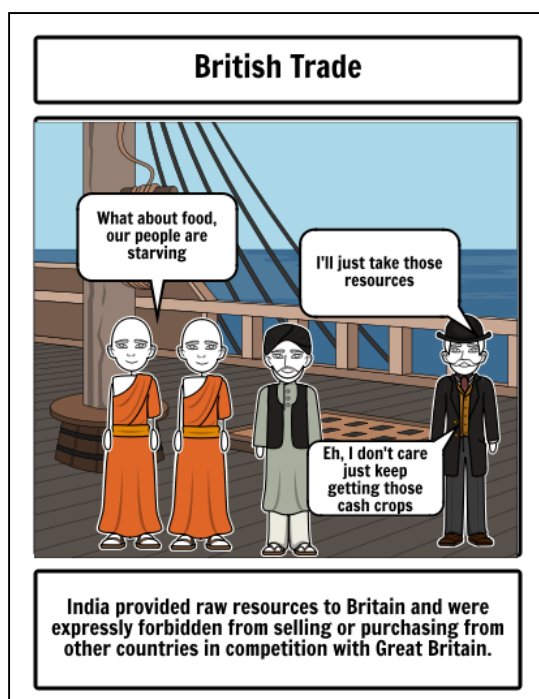
[illegible]

Skill Level 3

Part C: Essay

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

Evaluate the ways in which the economic and political exploitation of Indian people by the British, motivated Indian Nationalism. Use specific examples to illustrate your answer.

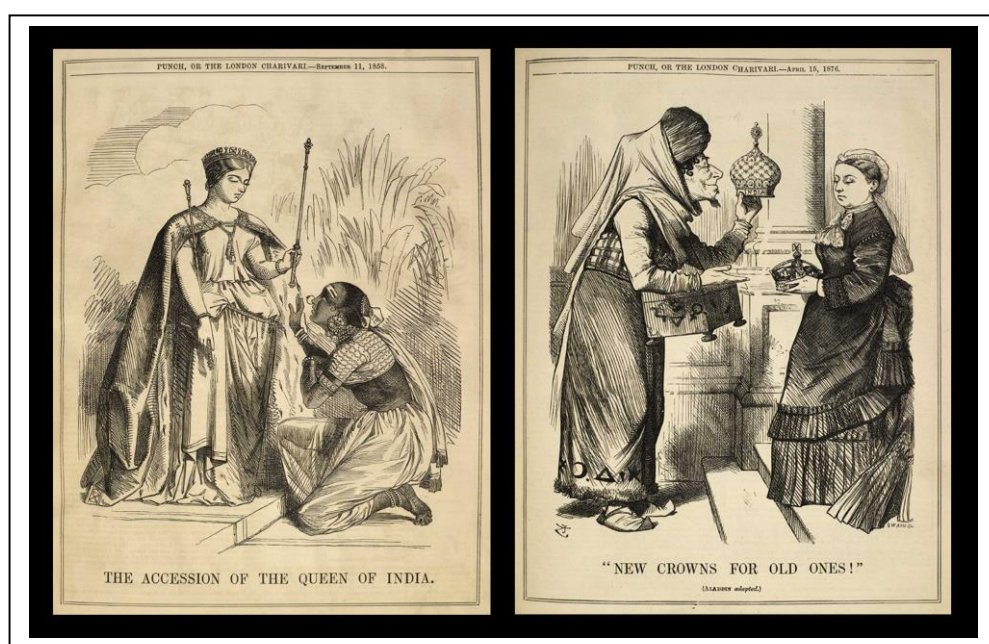


Source: <https://www.storyboardthat.com/et/ksonaman/storyboard-indian->

The Indian subcontinent was Britain's most valuable colony in Asia because of trade, raw materials and cheap labour.....The system of exploitation was evident in Bihar where indigo was grown to make dye. The farmers were obliged to plant three-twentieths of their land with indigo and give the entire profits to their British landlords. Mahatma Gandhi was asked to represent the farmers in court. A commission was set up by the lieutenant governor, and Gandhi, representing the peasants, demanded that the British planters repay fifty percent of the sums unjustly extracted from the farmers. The planters proposed twenty-five and Gandhi accepted. The compromise, though not especially favourable financially, represented a crushing moral defeat for the planters, in terms of both their authority and more importantly, their sense of identity.

Source: MESC History Year 13 Text. p.53

Source: <http://hpssociety.info/news/queen-proclamation>



[illegible]

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer Number **69 to 74**.



Source: Adapted from the MESC History Year 13 Text. p.117

69. Define Capitalism.

Skill Level 1

70. Define Globalisation.

Skill Level 1

71. Define Superpower.

Skill Level 1

72. Describe capitalism as an economic and political system.

Skill Level 2

- 73.** Describe two economic changes that the USA have made which has contributed to it being a superpower.



Skill Level 2

- 74.** Explain multinational companies' influence on relationships towards former colonial powers such as Britain and USA.

Skill Level 3

Part B: Text Evaluation

*Use the given text resource and your own knowledge to Number **75 to 79**.*

Capitalism	Communism
	
Wealthy people (capitalists) invest their money in land and industry. They employ the workers and keep all the profits that are made. A democratic system is followed with a number of political parties.	There is a classless society with no individual profit making. Land and industry are owned by the state and profits used for the good of all. There is only one political party.

Source: MESC History Year 13 Text, p.121

75. Define a Communist state.

Skill Level 1

76. Identify a Communist State.

Skill Level 1

77. Describe two characteristics of a communist state.

Skill Level 2

78. Differentiate between Communism and Capitalism as economic systems.

Skill Level 2

- 79.** Discuss the relationship between economic aid and assurance of security. Give examples.

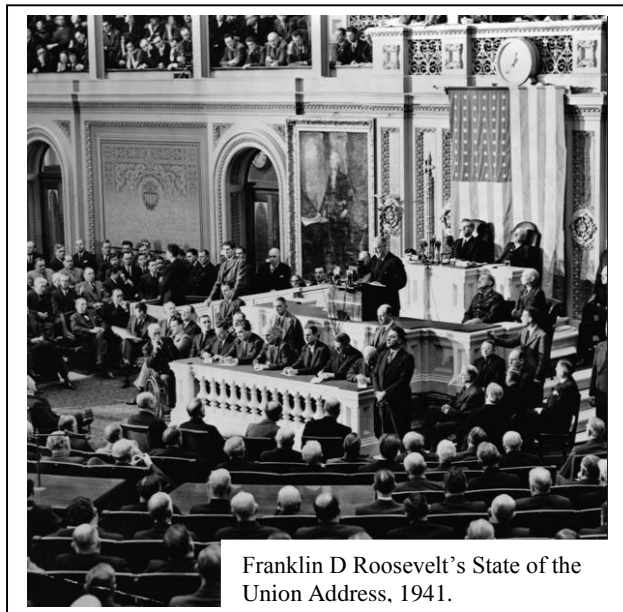
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Skill Level 4

Part C: Essay

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

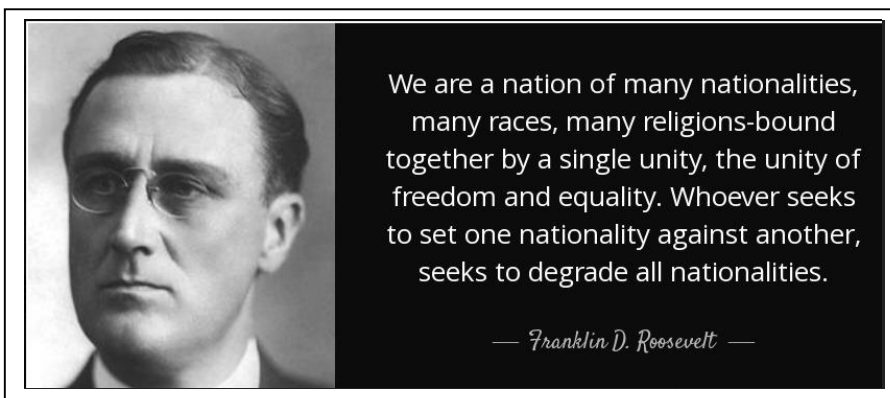
Explain the Four Freedom Goals as given by Franklin D Roosevelt and discuss their influence on post-war politics. Use specific examples to illustrate your answer.



Source: <https://www.bushcenter.org/catalyst/freedom/engel-fdr.html>



Source: <https://digital.library.unt.edu/ark>



Source: https://www.azquotes.com/author/12604-Franklin_D_Roosevelt

[illegible]

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer Number **84 to 88**.



Source: <https://picclick.co.uk/Political-Propaganda-Communism-Five-Year-Plan-Soviet>

84. Define Dictatorship.

Skill Level 1

85. Define Totalitarianism.

Skill Level 1

86. Describe two features of a totalitarian regime.

Skill Level 2

87. Explain the strategies that Joseph Stalin put in place to encourage economic industrialisation in Russia.

Skill Level 3

88. Explain how rapid industrialisation impacted Russian society.

[illegible]

Skill Level 3

Part B: Text Evaluation

Use the given resource and your own knowledge to answer Number 89 to 94.

“It is contrary to our manhood if we obey laws repugnant to our conscience. Such teaching is opposed to religion and means slavery. If the Government were to ask us to go about without any clothing, should we do so? If I were a passive resister, I would say to them that I would have nothing to do with their law. But we have so forgotten ourselves and become so compliant that we do not mind any degrading law.... A man who has realized his manhood, who fears only God, will fear no one else. Man-made laws are not necessarily binding on him. Even the Government does not expect any such thing from us. They do not say: “You must do such and such a thing.” But they say: “If you do not do it, we will punish you. “We are sunk so low that we fancy that it is our duty and our religion to do what the law lays down. If man will only realize that it is unmanly to obey laws that are unjust, no man’s tyranny will enslave him. This is the key to self-rule or home-rule.” (M. K. Gandhi, 1956)

Source: M. K. Gandhi, *Indian Home Rule (1909)*, “in *The Gandhi Reader: A Source Book of His Life and Writings*, ed. Homer A. Jack (Bloomington, IN: 1956), pp. 104–21.



Source: <https://www.sciencesource.com/archive/Salt-March--Mohandas-and-Kasturba-Gandhi->

89. Define Civil Disobedience.

Skill Level 1

90. Give one example of an act of civil disobedience by Gandhi.

Skill Level 1

91. State when the Salt March occurred.

Skill Level 1

92. Describe two events that motivated Gandhi's acts of civil disobedience.

Skill Level 2

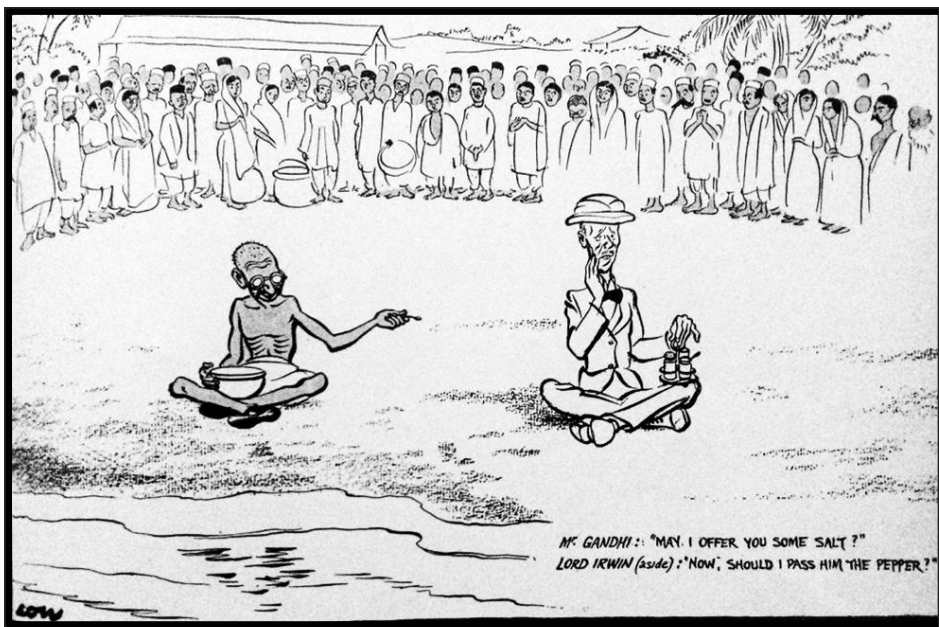
93. State two features of non-cooperation in India during the independence movement.

Skill Level 2

Part C: Essay

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

Discuss the importance and impacts of Mohandas Gandhi and Joseph Stalin's policies on their respective countries. Use specific examples to illustrate your answer.



EXCHANGE OF CONDIMENTS ON DANDI SEASHORE

Source: David Low cartoon in *The Evening Standard* 1930

Constant **propaganda** taught people to hail Stalin as the father of the country. Propaganda showed Stalin to be responsible for the success of the Country. People were told Stalin was the 'the greatest genius in history and shining sun of the human race'...An intense programme of **indoctrination** was carried out.

Source: *MESC History Year 13 Text*. p.138

Champaran

Peasants complained of being cheated by the British planters. The peasants had put in the hard work while the planters kept all the extra profits. Gandhi was ordered to leave by the magistrate. In satyagraha style Gandhi instead invited the magistrate to imprison him since he refused to leave. Champaran proved an ideal test case in which Gandhi introduced satyagraha to India and ended in victory for the Indian planters. Another of Gandhi's early campaigns was in Gandhi's home area of Gujarat.

Source: *MESC History Year 13 Text*. p.148



As part of the first Five-Year Plan, Stalin tried to boost agricultural production by organizing land and labour into large-scale collective farms.

Source: <https://content.openclass.com/eps/pearson-reader/api/item/.xhtml>

[illegible]

