



# Samoa Secondary Leaving 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 CORE STRAND 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 spaces 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
<b>CORE STRAND:</b>	INTERNATIONAL RELATIONS	2	80	40
OPTIONAL STRAND 1:	MIGRATION	14	50	30
OPTIONAL STRAND 2:	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	23	50	30
OPTIONAL STRAND 3:	CONFLICT	32	54	30
OPTIONAL STRAND 4:	ECONOMIC TRANSFORMATION	41	18	30
OPTIONAL STRAND 5:	SYSTEMS OF POWER AND AUTHORITY	50	50	30
<b>TOTAL</b>			<b>180</b>	<b>100</b>

Check that this booklet contains pages 2-59 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 Questions 1 – 7.



Source: <https://www.tes.com/teaching-resource/long-term-causes-origins-of-the-first-world-war-6452112>

1. Define **Alliance System**.

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SL 1

SL 1

2. Name ONE country represented by the figures in the resource.

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SL 1

SL 1

3. Identify the German Chancellor who was responsible for designing the alliance system.

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SL 1

4. Give the name of the first alliance that was established in Europe in the 1870s.

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SL 1

5. Identify the first crisis that tested the alliance system in the early 1900s.

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SL 1

6. Describe **balance of power** in European politics before the 1900s.

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SL 2



## PART B: CARTOON INTERPRETATION

Use the resource below and your own knowledge to answer Questions 8 – 12.



Source: <https://www.alamy.com/>

8. Define **Anti-Comintern**.

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SL 1

9. Identify ONE country that was part of the Anti Comintern Pact.

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SL 1

10. State the year in which the Anti-Comintern Pact was signed.

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SL 1





## PART C: EXTRACT INTERPRETATION

Use the resource below and your own knowledge to answer Questions 13 – 17.

Fascism requires some basic allegiances, such as to the nation, to national grandeur, and to a master race or group. The core principle — is to make the nation stronger, more powerful, larger and more successful. Since fascists see national strength as the only thing that makes a nation "good," fascists will use any means necessary to achieve that goal. As a result, fascists aim to use the country's assets to increase the country's strength. This leads to a nationalization of assets. These regimes excel at propaganda and make use of grand gestures, such as parades and leaders' dramatic entrances.

Source: <https://www.livescience.com/57622-fascism.html>

13. Define **Fascism**.

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SL 1

14. Name ONE country that had a fascist regime.

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SL 1

15. Identify ONE fascist leader in Europe in the 1900s.

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SL 1





**17.** Discuss how fascism was a threat to international peace.

## PART D: ESSAY

- For Questions 18 – 21 only.

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

**Topic:** Discuss the role and functions of the OEEC and how these evolved over time. Use specific examples in your answer.



Source: Brewis.M. (1992) *Search for Security in the Nuclear Age 1945 to the present*, p.19

Austria, Belgium, Denmark, France, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Sweden, Switzerland, Turkey, United Kingdom, and Western Germany (originally represented by both the combined American and British occupation zones (The Bizone) and the French occupation zone). The Anglo-American zone of the Free Territory of Trieste was also a participant in the OEEC until it returned to Italian sovereignty.

Source: <https://www.oecd.org/>

During the deliberations of the committee, the CEEC agreed to several conditions laid out by the United States since the beginning of the conference, one of which was the formation of a continuing organization after the conclusion of the committee meeting. The CEEC would meet again on 15 March 1948 to plan a permanent organization to take on the tasks of jointly administering this aid and recovery program.

Source: <https://en.wikipedia.org/>



Source: <https://www.slideshare.net/>

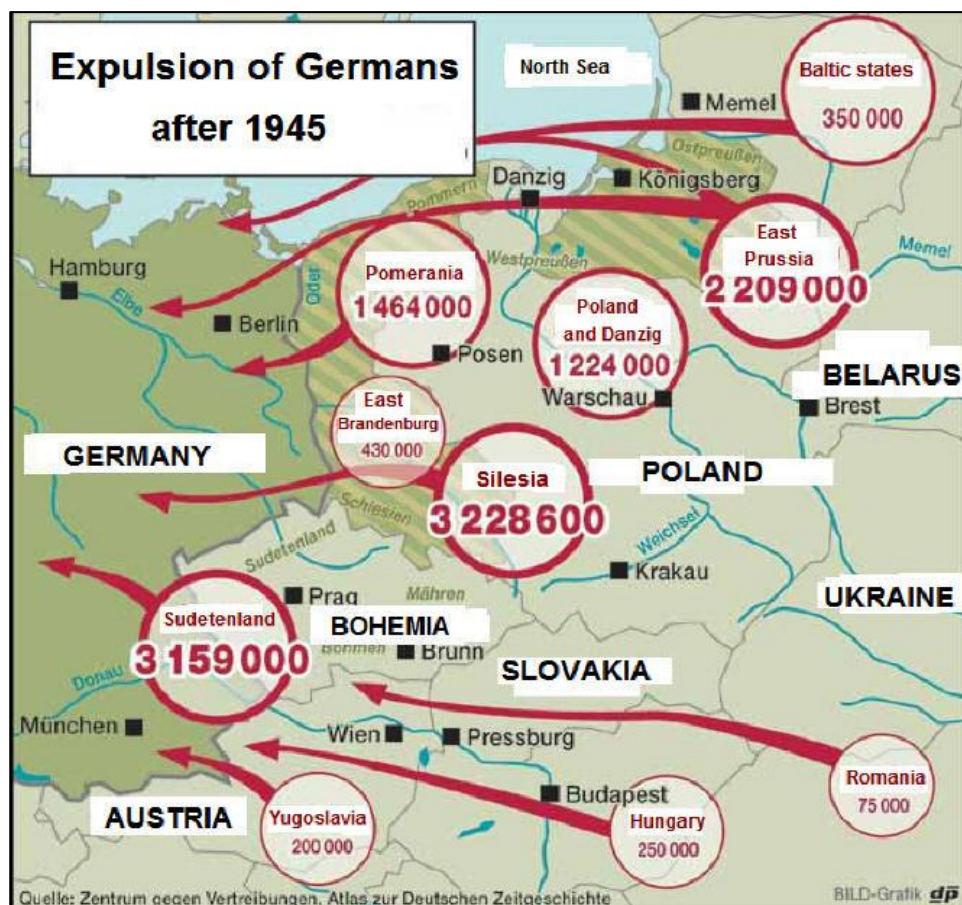
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***For Scorers use ONLY***

13|SSLC

## PART A: RESOURCE INTERPRETATION

Use the resource below and your own knowledge to answer Questions 22 - 28.



Source: <http://nemet-sorstragedia.lorincz-veger.hu/nemet-sorstragedia-en/menekules-volksdeutsche-en.html>

22. Define Ethnic Migration.

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SL 1

**23.** Identify ONE cause for the ethnic migration of the Germans.

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SL 1

**24.** State ONE social effect of the ethnic immigration on Germany.

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SL 1

**25.** State ONE social effect of the ethnic immigration on Germany.

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SL 1

**26.** State the event that led to the ethnic migration of the Germans.

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SL 1

**27.** Describe an event that resulted in the emigration movements of the Germans.

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SL 2





## PART B: PHOTOGRAPH INTERPRETATION

Use the resource below and your own knowledge to answer Questions 29 – 34.



Source: <https://www.dw.com/en/what-germanys-postwar-refugees-taught-us-about-integration/a-18575558>

29. Define **Asylum Program**.

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SL 1

30. Give ONE reason for an Asylum Program.

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SL 1

31. Identify ONE country that offered asylum programs.

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SL 1

32. Describe the difference between an **asylum-seeker** and a **refugee**.

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SL 2

33. Describe an example of an asylum program.

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SL 2



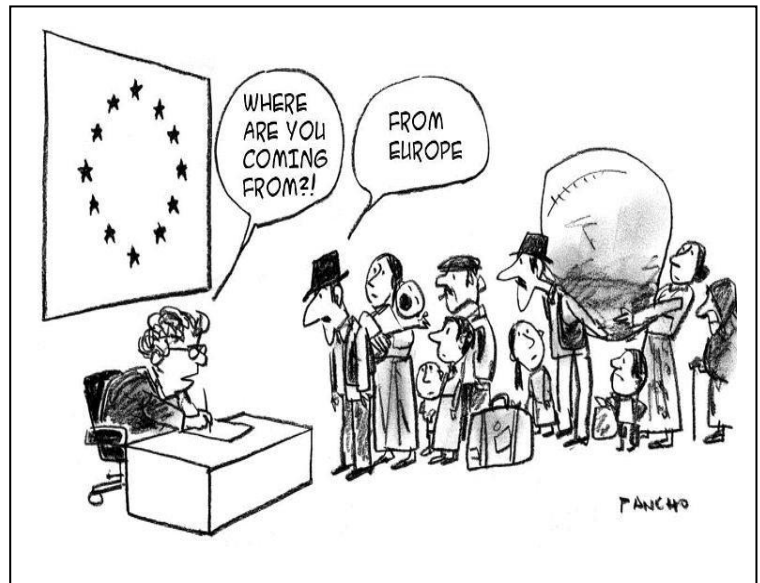
## PART C: ESSAY

- For Questions 35 – 38 only.

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

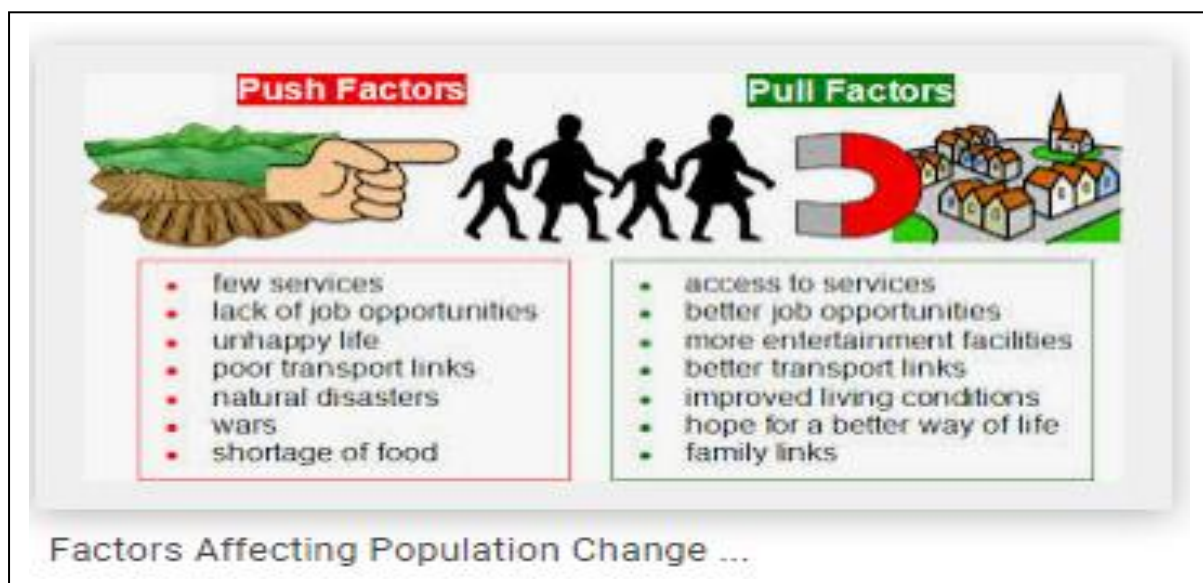
**Topic:** Discuss how the demographic characteristics of a country changes as a result of migration. Use specific examples in your response.

Demographics is the study of a population based on factors such as age, race, and sex. ... Governments, corporations, and nongovernment organizations use demographics to learn more about a population's characteristics for many purposes, including policy development and economic market research



Source: <https://www.investopedia.com/>

Source: <https://www.coe.int/en/web/compass/migration>



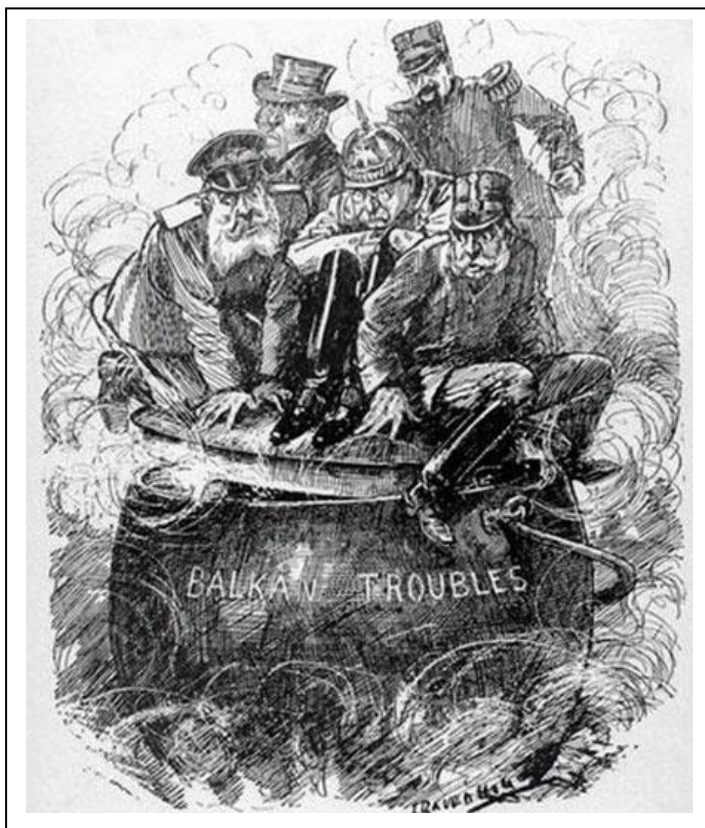
Source: <https://kullabs.co>

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**PART A: RESOURCE INTERPRETATION**

*Use the resource below and your own knowledge to answer Questions 39 – 45.*



*Source: Mills, H. (1996) The road to Sarajevo, p.36*

**39.** Name ONE country in the Balkan Region in 1900 – 1914.

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SL 1

**40.** State ONE cause of the Balkan Wars.

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SL 1

**41.** Identify when the Balkan League was formed.

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SL 1

**42.** Give ONE reason for Russia's involvement in the Balkan Region.

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SL 1

**43.** Name the country that was created after the First Balkan War.

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SL 1

**44.** Describe the reasons for the declining Ottoman Empire in the 20<sup>th</sup> Century.

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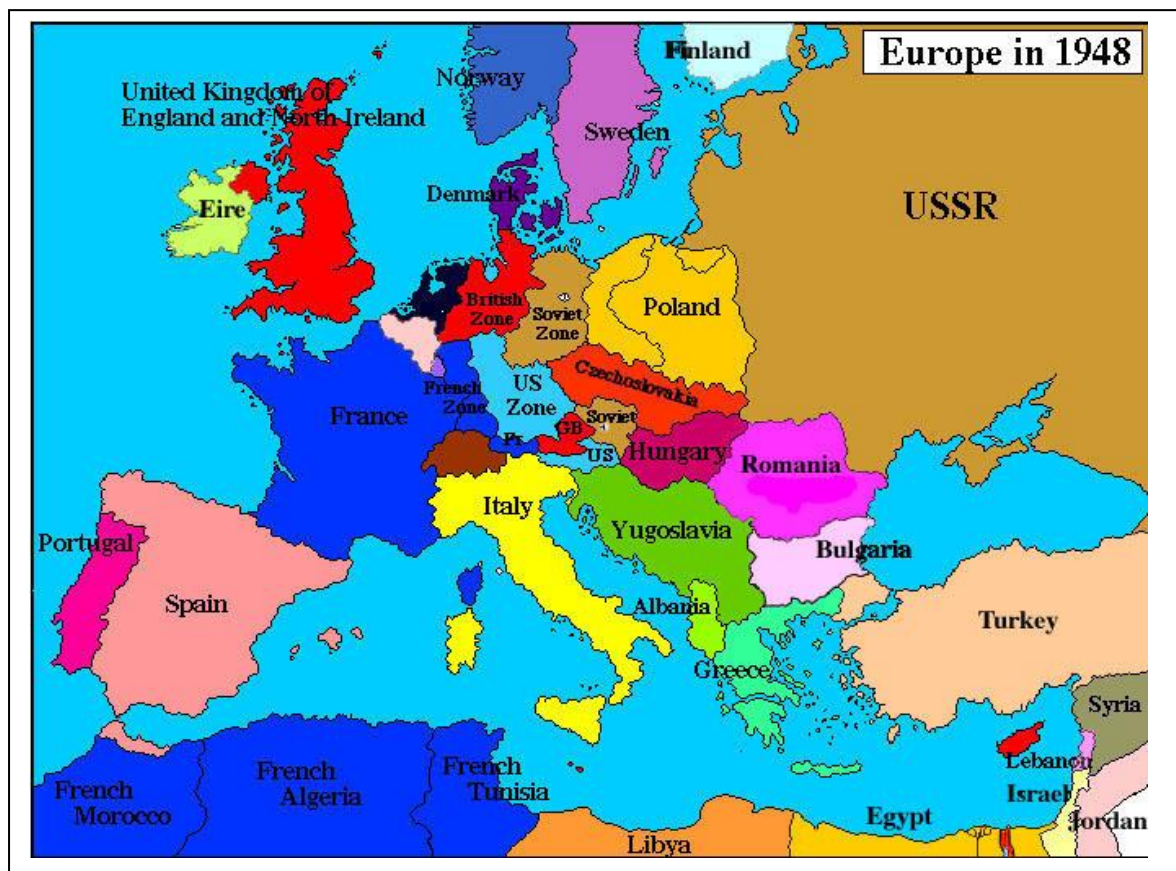
SL 2





## PART B: RESOURCE EVALUATION

Use the resource and your own knowledge to answer Questions 46 – 51.



Source: <http://www.thinglink.com/scene/994285973955149825>

46. Define **Satellite State**.

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SL 1

47. Name ONE Russian satellite state after WWII.

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SL 1

**48.** Give ONE reason for Russia's need to have satellite countries.

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SL 1

**49.** Describe the event that marked the start of the push for autonomy in the Russian satellite states.

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SL 2

**50.** Describe the reasons for the push for autonomy in the Russian satellite countries.

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SL 2

**51.** Explain the significance of the push for autonomy of the Russian satellite countries.

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SL 3

## PART C: ESSAY

- For Questions 52 – 55 only.

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

**Topic:** Examine the advantages and disadvantages of the annexation of Burma for the Burmese and Indian people. Use specific examples in your answer.



In 1820 the British seized a vast expanse of territory. This operation was repeated in 1852, and finally in 1882 the Union Jack flew over almost all the country.

Certain mountainous districts in the north, inhabited by small savage tribes, had until recently escaped the clutches of the British, but it is more and more likely that they will meet the same fate as the rest of the country, thanks to the process euphemistically known as 'peaceful penetration', which means, in plain English, 'peaceful annexation'.

Source: <https://www.orwellfoundation.com/>

Under the Impact of British colonial rule, important changes took place in the political and economic organization of the country...The rapid development and growth of Rangoon, the formerly diminutive colonial capital of Lower Burma, and the decline of Mandalay...were but two aspects of alteration.

Source: [https://skagit.instructure.com/courses/5362/pages/ang-lo-burmese-wars?module\\_item](https://skagit.instructure.com/courses/5362/pages/ang-lo-burmese-wars?module_item)

Source: <https://www.jstor.org/stable/40241058?seq=1>

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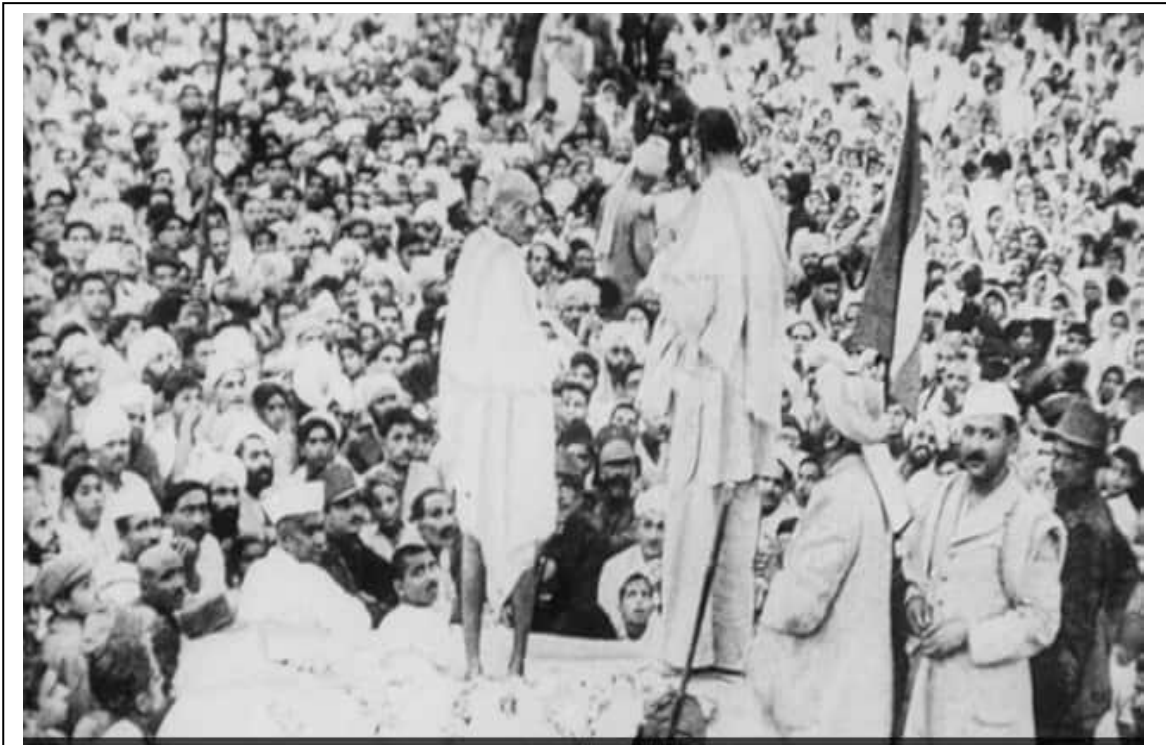
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

***For Scorers use ONLY***

	<b>52.</b>	<b>53.</b>	<b>54.</b>	<b>55.</b>
Skill Levels	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Student's response				

**PART A: RESOURCE INTERPRETATION**

Use the resource below and your own knowledge to answer Questions 56 – 62.

**QUIT INDIA MOVEMENT**

Source: <https://www.ndtv.com/india-news/quit-india-movement-day-2020-mahatma-gandhi-quotes-images-and-significance-of-bharat-chodo-andolan-2276185>

**56.** State the year in which the Quit India movement was launched.

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SL 1

**57.** Name the main person responsible for the Quit India Movement.

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SL 1



**58.** Identify the British Viceroy in India during the Quit India Campaign.

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SL 1

**59.** Give ONE reason for the Quit India Movement.

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SL 1

**60.** State when the British officially colonized India.

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SL 1

**61.** Describe an event that resulted from the Quit India Movement.

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SL 2



## PART B: TEXT EVALUATION

Use the resource below and your own knowledge to answer Questions 63 – 68.



Source: <https://www.nativeplanet.com/jallianwala-bagh/photos/6358/>

63. State the historical incident in India on the 13<sup>th</sup> April 1919.

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SL 1

64. Identify the specific historical place in the resource.

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SL 1

65. Give ONE reason for the gathering at the place in the resource.

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SL 1

**66.** Describe the events of the 13<sup>th</sup> April 1919 in India's fight for freedom.

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SL 2

**67.** Describe the British reaction to its military's actions in this incident.

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SL 2

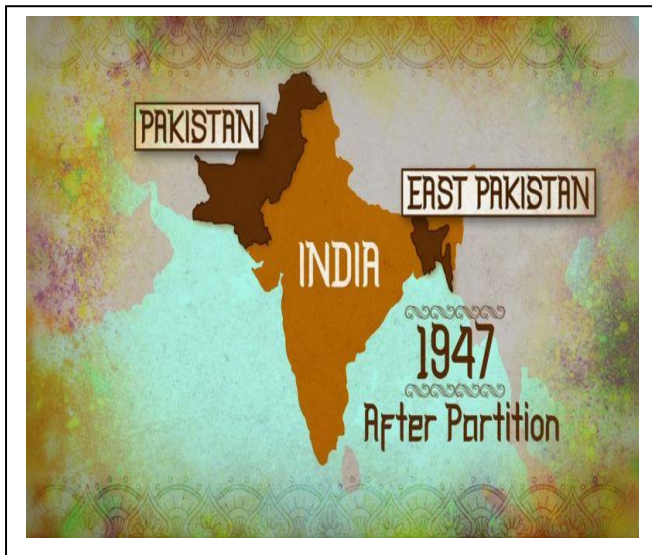


## PART C: ESSAY

- For Question 69 – 72 only.

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

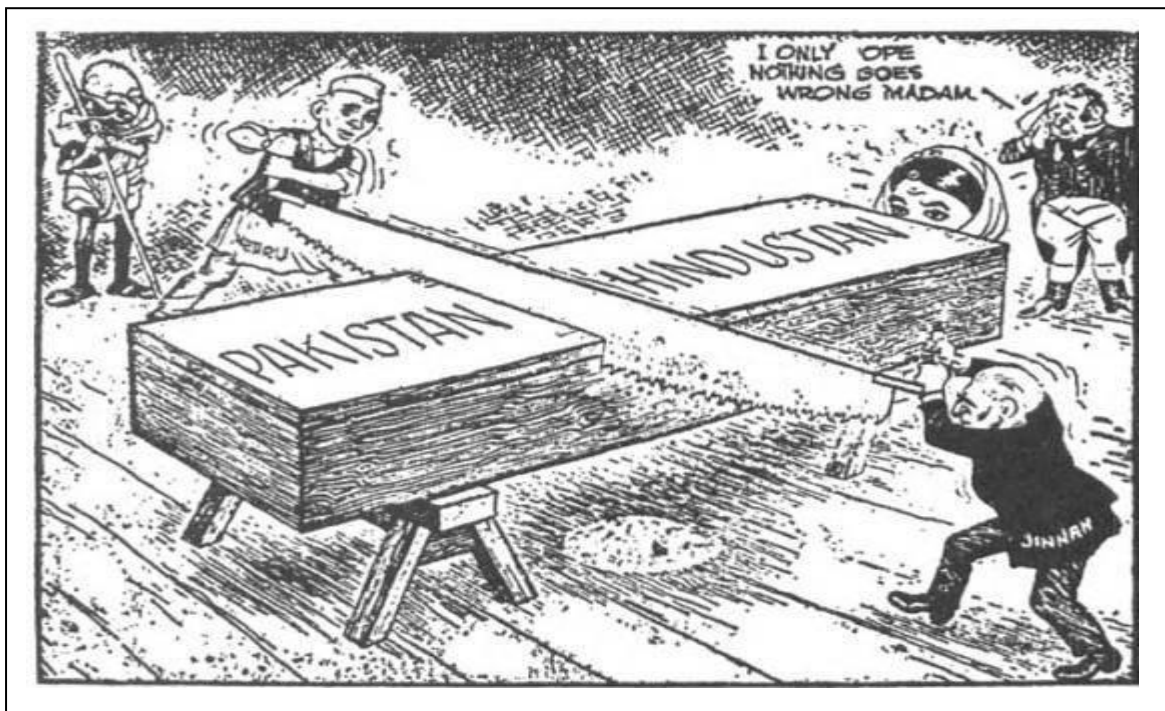
**Topic:** Discuss the socio-political impacts of the partition of India on both Hindus and Muslims. Use specific examples in your response.



Many people in India felt that they did not want to be ruled by the British and wanted to govern themselves. They weren't happy about things like economic problems as a result of rules put on them by the British. There was also a lot of tension between Hindus and Muslims.

In the years leading up to independence, the idea for the new independent region to be divided into two separate states - India and Pakistan - was born.

Source: <https://www.bbc.co.uk/newsround/46428985>



Source: <https://feminisminindia.com/2017/06/27/partition-punjab-violation-women/>

[illegible]





**PART A: RESOURCE INTERPRETATION**

*Use the resource below and your own knowledge to answer Questions 73 – 79.*

**YALTA CONFERENCE**



Source: <https://fineartamerica.com/featured/yalta-conference-artistic-panda.html>

**73.** State the year of the Yalta Conference.

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SL 1

**74.** Identify ONE leader that attended the Yalta Conference.

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SL 1

**75.** Give ONE purpose of the Yalta Conference.

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SL 1

**76.** State ONE decision of the Yalta Conference.

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SL 1

**77.** Give ONE main event discussed at the Yalta Conference.

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SL 1

**78.** Describe the challenges that arose after the Yalta Conference.

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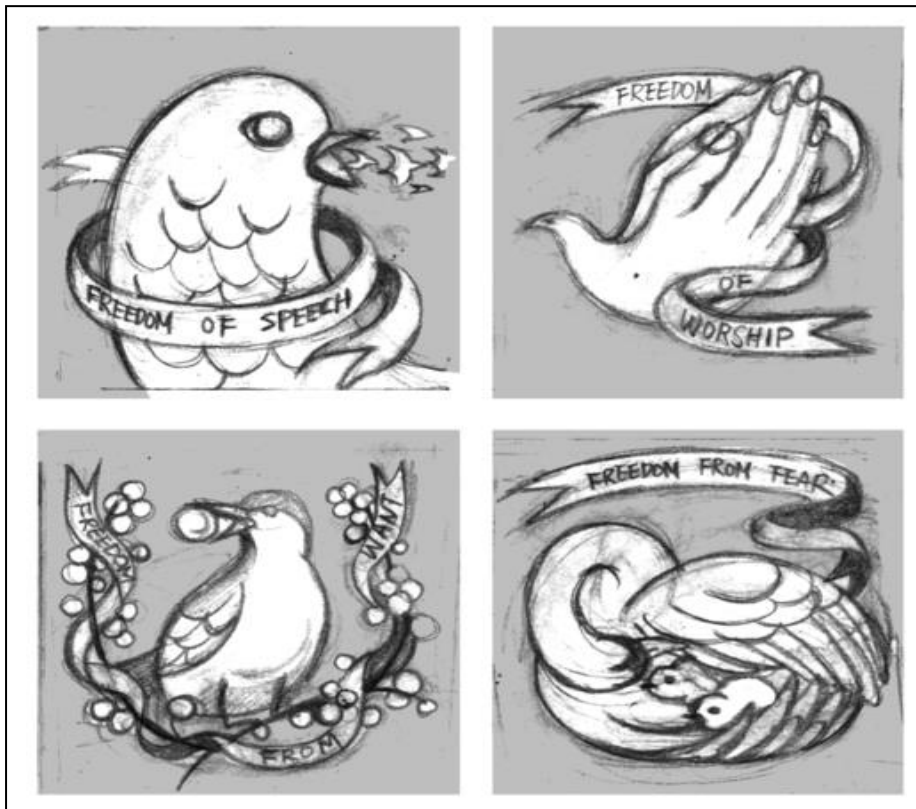
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SL 2

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## PART B: RESOURCE INTERPRETATION

Use the resource and your knowledge to answer Questions 80 – 85.



Source: <https://www.investopedia.com/terms/m/multinationalcorporation.asp>

80. Name the President who delivered the Four Freedom Speech.

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SL 1

81. State the year the Four Freedom Speech was delivered.

\_\_\_\_\_

SL 1

82. Give ONE event that contributed to the Four Freedoms Speech.

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SL 1

**83.** Describe the goal of the Four Freedoms.

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SL 2

**84.** Describe the significance of the Four Freedoms Speech.

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SL 2

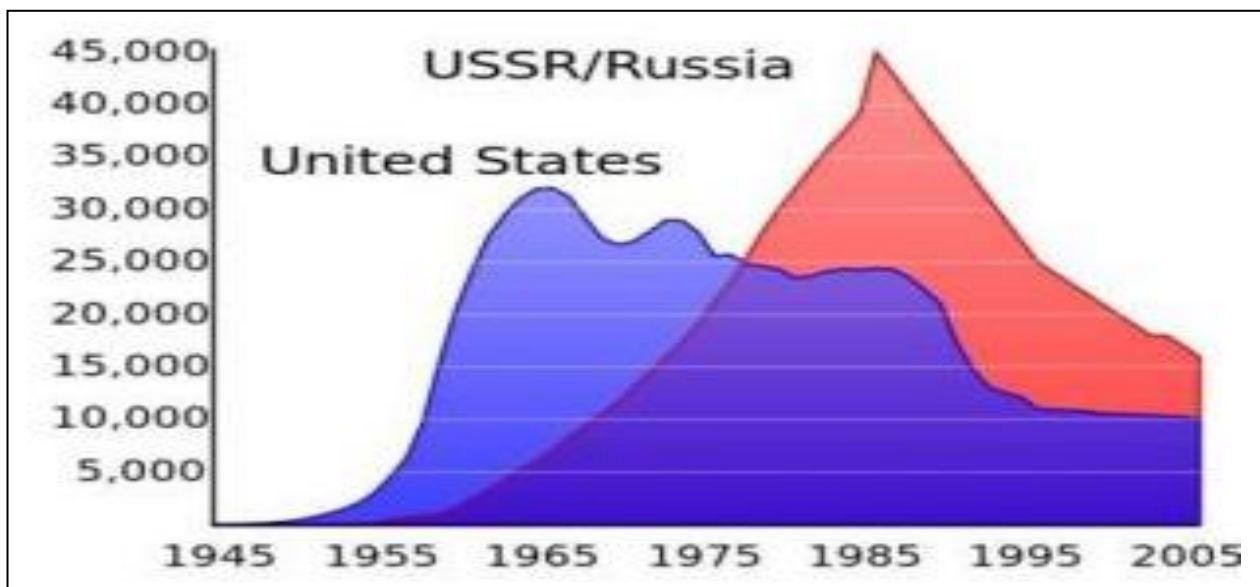
**85.** Explain why the Four Freedom goals are important for human rights.

## PART C: ESSAY

- For Questions 86 – 89 only.

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

**Topic:** Examine the reasons for and consequences of the race to develop nuclear weaponry by USA and USSR. Use specific examples in your answer.



Source : <https://www.ducksters.com/>

During the Cold War the United States and the Soviet Union became engaged in a nuclear arms race. They both spent billions and billions of dollars trying to build up huge stockpiles of nuclear weapons. Near the end of the Cold War the Soviet Union was spending around 27% of its total gross national product on the military. This was crippling to their economy and helped to bring an end to the Cold War.

Source: <https://www.ducksters.com/>



Source:

<http://pinkpanthers.pbworks.com/w/page/16909664/Arms%20Race>

[illegible]



[illegible]

***For Scorers use ONLY***

	86.	87.	88.	89.
<b>Skill Levels</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Student's Response				

**PART A: RESOURCE INTERPRETATION**

Use the resources and your knowledge to answer Questions 90 – 96.



Source: <https://www.teacherspayteachers.com/Product/Animated-Notes-Five-Year-Plans-3144808>

**90.** Name the person who launched the Five-Year Plan.

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SL 1

**91.** State the year in which the Five-Year Plan was launched.

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SL 1

**92.** Give ONE reason for the Five-Year Plan in Russia.

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SL 1

**93.** Identify ONE intention of the Five-Year Plan.

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SL 1

**94.** Give ONE negative impact of the Five-Year Plan on the people.

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SL 1

**95.** Describe the proposed changes in the Five-Year Plan.

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SL 2

**96.** Explain how the Five-Year Plan brought about economic development in the USSR.

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SL 3

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## PART B: PHOTOGRAPH INTERPRETATION

Use the resource below and your own knowledge to answer Numbers 97 – 102.



Source: <https://ankaragraper.weebly.com/salt-march.html>

97. Define **Civil Disobedience**.

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SL 1

98. State when the Salt March took place.

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SL 1

99. Give ONE impact of the Salt March on British Rule in India.

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SL 1

100. Describe ONE event that led to the Salt March.

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SL 2

101. Describe **Non-Cooperation** as a strategy for the struggle for freedom in India.

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SL 2

**102.** Explain how the Salt March impacted the people and leadership in India.

## PART C: ESSAY

- For Questions 103 – 106 only.

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

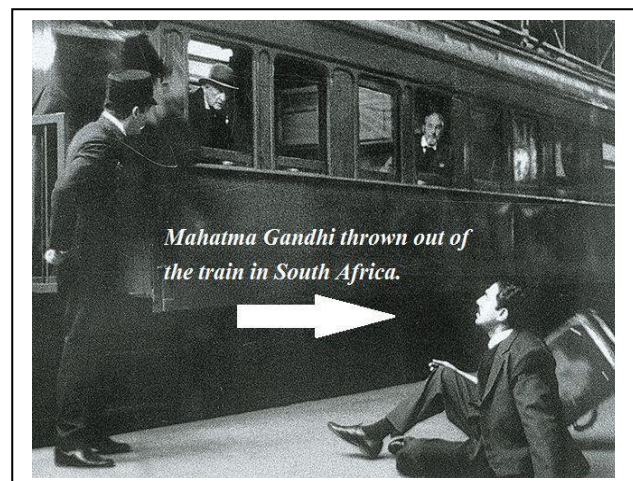
**Topic:** Discuss the implications of the Indian Franchise Bill on the rights of Indians in South Africa. Use specific examples in your response.



Source: <https://www.counterview.net/2020/01/modi-shah-forget-gandhis-first.html>

Today, South Africa is home to the largest population of people of Indian descent (1.3 million as of 2015) on the continent. ... Around the world, the South African Indian community is associated with Mahatma Gandhi, whose 21 years in the country were formative in his mission to lead India's freedom struggle.

Source: <https://thewire.in/>



Source: <https://www.jagranjosh.com/general-knowledge/mahatma-gandhi-1411387880-1>



[illegible]

[illegible]

***For Scorers use ONLY***

	103.	104.	105.	106.
<b>Skill Levels</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Student's Response				

STUDENT EDUCATION NUMBER									

## HISTORY

2020

(For Scorers only)

CURRICULUM STRANDS	Weighting	Scores	Chief Scorer	Double Entry (AED)
<b>COMPULSORY STRAND:</b> INTERNATIONAL RELATIONS	40			
<b>OPTIONAL STRAND 1:</b> MIGRATION	30			
<b>OPTIONAL STRAND 2:</b> IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	30			
<b>OPTIONAL STRAND 3:</b> CONFLICT	30			
<b>OPTIONAL STRAND 4:</b> ECONOMIC TRANSFORMATION	30			
<b>OPTIONAL STRAND 5:</b> SYSTEMS OF POWER AND AUTHORITY	30			
<b>TOTAL</b>	<b>100</b>			