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Samoa Secondary Leaving 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 the CORE STRAND and TWO OPTIONAL STRANDS. 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.

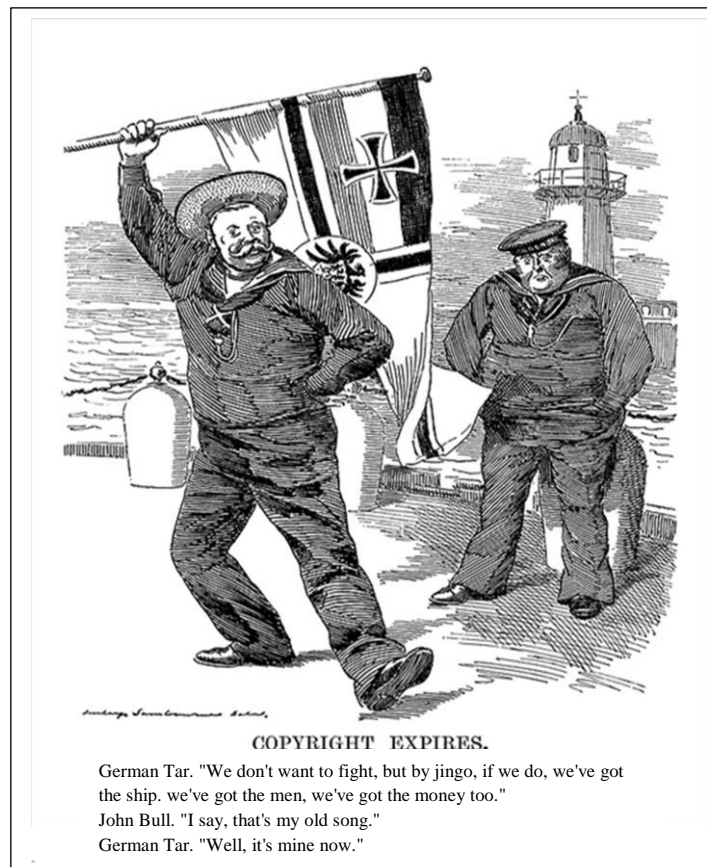
STRANDS		Page	Time (min)	Weighting
CORE STRAND	INTERNATIONAL RELATIONS	2	80	40
OPTIONAL STRAND 1	MIGRATION	13	50	30
OPTIONAL STRAND 2	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	21	50	30
OPTIONAL STRAND 3	CONFLICT	29	50	30
OPTIONAL STRAND 4	ECONOMIC TRANSFORMATION	36	50	30
OPTIONAL STRAND 5	SYSTEMS OF POWER AND AUTHORITY	43	50	30
TOTAL			180	100

Check that this booklet contains pages 2-50 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 – 5**.



Source: Edwardian Naval, Germany UK Cartoons from Punch magazine,
<https://punch.photoshelter.com/image/I0000Fx990acmaCQ>

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

1. The countries represented by the men in the resource are:

- A. Great Britain and France.
- B. German and Russia.
- C. Great Britain and Germany.
- D. Russia and France.

	SL 1

2. The naval race was triggered by:

- A. Germany's naval ambitions.
- B. the launching of the British HMS Dreadnought.
- C. the naval laws of the 1900s.
- D. a policy of maintaining a large navy and army.

☐

SL 1

3. Describe the characteristics of the Arms race.

SL 2

4. Describe the reasons for Britain's determination to maintain its naval supremacy.

SL 2

5. Discuss how the Arms Race contributed to World War I.

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SL 4

PART B: TEXT EVALUATION

Use the resource below and your knowledge to answer **Questions 6 – 10**.

Hitler's excuse for intervention was that they [Germans in Czechoslovakia] were persecuted by the dominant Czechs. In point of fact, they were among the best treated minority in Europe. Under the guise of stopping this 'oppression', Hitler's intention was not merely to absorb the Sudeten regions into Germany, but also to break up Czechoslovakia entirely. His motives were not simply racial but strategic...

Source: Richards, D. An Illustrated History of Modern Europe 1789-1984, 7th edition, Longman Group Ltd, Singapore, 1985 (p315).

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

6. Czechoslovakia was formed from several provinces of the:

- A. Germany Empire.
- B. Ottoman Empire.
- C. Russian Empire.
- D. Austria-Hungary Empire.

SL 1

7. Hitler and the Nazis invaded Czechoslovakia in:

- A. March 1938.
- B. October 1938.
- C. March 1939.
- D. October 1939.

SL 1

8. Describe the solution given in the Munich Agreement for Hitler's actions.

SL 2

9. Explain Britain's response to the invasion of Czechoslovakia.

SL 3

10. Explain how the invasion of Czechoslovakia was Hitler's strategic motive.

SL 3

PART C: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 11 – 14**.



Source: <http://apamericanhistoryperiod2.blogspot.com/2019/02/blog-33-kellogg-briand-peace-pact.html>

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

11. The Kellogg-Briand Pact was signed in:

- A. 1919.
- B. 1926.
- C. 1928.
- D. 1939.

SL 1

12. Describe the purpose of the Kellogg-Briand Pact

SL 2

13. Explain how the Kellogg-Briand Pact was an instrument for collective security.

This image shows a blank 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.

SL 3

14. Discuss the ineffectiveness of the Kellogg-Briand Pact.

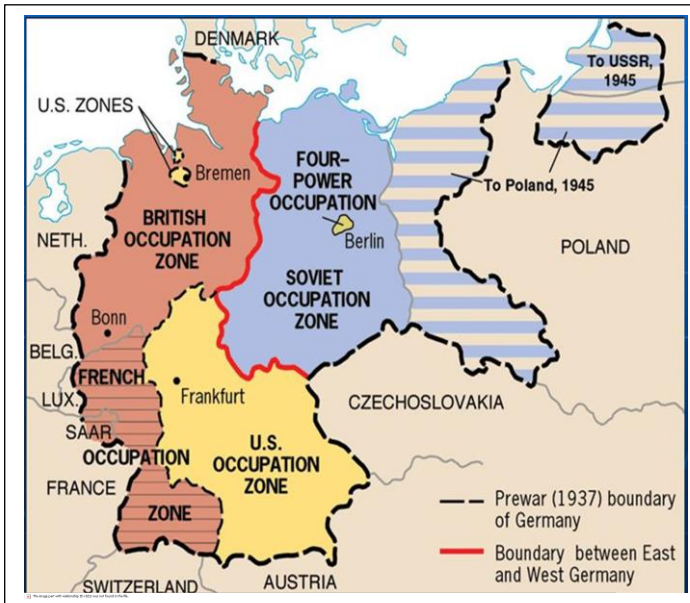
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SL 4

PART D: ESSAY

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

TOPIC: Examine how the partition of Germany contributed to the Cold War. Use specific examples in your answer.



Source: Townsend, E. *The Cold War Begins 1945-1952. Postwar Partition of Germany*, <https://slideplayer.com/slide/10521106/>

Germany was to be occupied for an indefinite time by the four main Allies who had defeated her. Each was to occupy and administer a defined zone; and Berlin, the centre of the Allied Control Commission, was to be similarly divided into sectors, but administered as a whole...The difficulty came in agreeing on the future organization of Germany as a whole.

Source: Richards, D. *An Illustrated History of Modern Europe 1789-1984*, 7th edition, Longman Group Ltd, Singapore (1985, p340).

The 'Iron Curtain' Speech

...A shadow has fallen upon the scenes so lately lightened by the Allied victory...From the Stettin, in the Baltic, to Trieste, in the Adriatic, an iron curtain has descended across the continent...this is certainly not the liberated Europe we fought to build up. Nor is it one which contains the essentials of permanent peace.

(Winston Churchill: speech made at Fulton, Missouri, March 5, 1946.

Source: Brewis.M. *Search for Security in the Nuclear Age 1945 to the present*, Brebner Print, New Zealand (1992, p.14).



Source: Brewis.M. *Search for Security in the Nuclear Age 1945 to the present*, Brebner Print, New Zealand (1992, p.13).

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

For Scorers use ONLY

	15.	16.	17.	18.
Skill Levels	4	3	2	1
Student's Response				

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer Questions 19 – 23.



Source: Historiography of Nazi Germany,
<https://alphahistory.com/nazi-germany/historiography-of-nazi-germany/>

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

19. The Nazi Party came into power in Germany in:

- A. 1929.
- B. 1931.
- C. 1933.
- D. 1935.

SL 1

20. The following were Nazi racial policies against the Jews except the:

- A. Final Solution.
- B. Concordat.
- C. Nuremberg Laws.
- D. Aryan Race.

☐

SL 1

21. Describe voluntary emigration under Nazism.

SL 2

22. Describe the social effects of Nazi policies.

SL 2

23. Discuss how *'Race Hatred'* in the resource determined the Nazi policies.

[illegible]

SL 4

PART B: TEXT EVALUATION

Use the resource below and your knowledge to answer **Questions 24 – 27**.

Germany needed labour for its post-war reconstruction efforts – people to work in the factories and industries. There was a labour shortage, particularly of semi-skilled or unskilled labour...Germany signed a series of bilateral recruitment agreements...At the very centre of these recruitment agreements was the inclusion of *Gastarbeiter* into the industrial sector, for jobs that required few qualifications. An important feature of these agreements was the so-called 'rotation principle'.

Source: MESG, Year 13 History Text Book, Ministry of Education, Sports & Culture (2004, p 15)

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

24. *Gastarbeiter* means:

- A. ethnic labourer.
- B. semi-skilled worker.
- C. guest labourer.
- D. expelled worker.

SL 1

25. Describe the '*Rotation Principle*.'

SL 2

26. Explain the economic impacts of World War II on Germany.

SL 3

27. Discuss the reasons for the implementation of the '*Rotation Principle*' in the recruitment agreements for labour.

SL 4

PART C: ESSAY

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

TOPIC: Examine the consequences of the reunification of Germany on German ethnic migration. Use specific examples in your answer.

Besides affecting numbers of ethnic German migrants, the government's steps also affected the population in the countries of origin...Because of what Hitler did to them, some people in Eastern European countries were anti-German and did discriminate against ethnic Germans.

Source: MESC, Year 13 History Text Book, Ministry of Education, Sports & Culture (2004, p19)



Source: Berlin, 20 Years Later, <https://www.chappatte.com/en/images/berlin20-years-later/>



Source: The Fall of Berlin Wall, <https://www.thesun.ie/news/4753192/berlin-wall-anniversary-when-did-it-fall-and-why-was-it-built/>

[illegible]

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For Scorers use ONLY

	28.	29.	30.	31.
Skill Levels	4	3	2	1
Student's Response				

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 32 – 36**.



Source: Assassination of Archduke Ferdinand,
https://www.ducksters.com/history/world_war_i/assassination_of_archduke_ferdinand.php

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

32. The assassin in the event portrayed in the resource was:

- A. Archduke Franz Ferdinand.
- B. Gavrilo Princip.
- C. Archduke's wife Sophie.
- D. Serbia Black Hand.

SL 1

33. The Balkans was called a '*powder keg*' because:

- A. the largest factories of weapons were there.
- B. it was on the trade route to the powerful Ottoman Empire.
- C. it was heavily fortified and defended.
- D. Nationalist groups were creating instability in the region.

☐

SL 1

34. Describe TWO demands in the Ultimatum issued by Austria-Hungary.

SL 2

35. Describe how nationalism was the major factor for the assassination.

SL 2

36. Discuss how the assassination at Sarajevo led to World War I.

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.

SL 4

PART B: TEXT EVALUATION

Use the resource below and your knowledge to answer **Questions 37 – 40**.

Guerrilla Warfare is a type of warfare fought by irregulars in fast-moving, small-scale actions against orthodox military and police forces and, on occasion, against rival insurgent forces, either independently or in conjunction with a larger political-military strategy. Over the centuries the practitioners of guerrilla warfare have been called rebels, irregulars, insurgents, partisans, and mercenaries. Frustrated military commanders have consistently damned them as barbarians, savages, terrorists, brigands, outlaws, and bandits.

Source: *Guerrilla Warfare Military Tactics*,
<https://www.britannica.com/topic/querrilla-warfare>

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

37. Guerrilla warfare utilizes the tactic of:

- A. combat across open fields.
- B. hit-and-run maneuvers.
- C. large, drawn-out battles.
- D. head-to-head fighting.

SL 1

38. Describe the battle at which the French fell to the Vietminh.

SL 2

39. Explain the relationship between Ho Chi Minh and the Vietminh movement.

[illegible]

SL 3

40. Discuss the consequences of the Vietminh use of the guerrilla warfare.

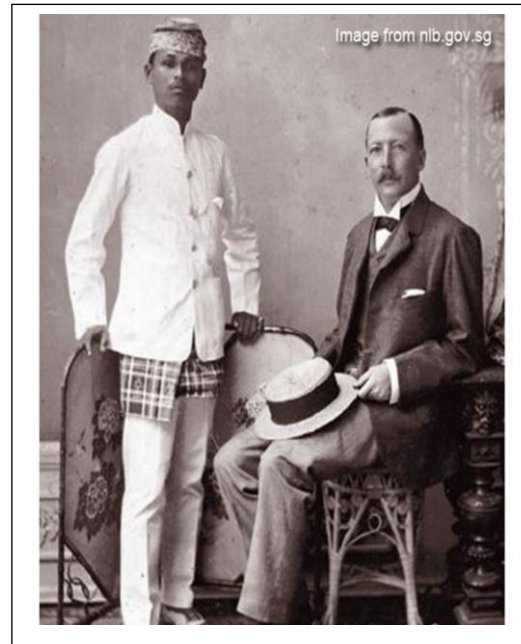
[illegible]

SL 4

PART C: ESSAY

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

TOPIC: Examine the impact of British colonial policies in Malaya. Use specific examples in your answer.



Source: <https://cilisos.my/6-interesting-things-about-british-colonists-in-malaya-during-the-victorian-era/>

Source: Malay States,
https://ilo.wikipedia.org/wiki/Malaysia_Peninsular#/media/Papeles:Map_PeninsularMalaysia.png

The settlements of Penang, Singapore and Malacca...were annexed between 1786 and 1824 as strategic and commercial bases to help protect India and to serve the profitable China trade.

Source: MESIC. Year 13 History Text Book, Ministry of Education, Sports & Culture (2004, p39)

[illegible]

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For Scorers use ONLY

	41.	42.	43.	44.
Skill Levels	4	3	2	1
Student's Response				

PART A : TEXT EVALUATION

Use the resource below and your knowledge to answer **Questions 45 – 49**.

The Indian National Congress

India settled down after the Mutiny and some Indians benefitted from conditions provided by the British. These were largely educated businessmen who at first occupied themselves in their own parts of the country. As they prospered in the new environment, they felt increasingly entitled to a say in how their country was run. However, when the first effective move for a genuinely national movement for India was made, it came from an Englishman, A.O.Hume...he called for a meeting of representatives from all over India...and the Indian National Congress was born.

Source McLeod, H & Webb, R. *Gandhi and Indian Independence*, Macmillan Publishers New Zealand (1998, p17).

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

45. The Indian National Congress was formed in :

- A. 1857.
- B. 1885.
- C. 1905.
- D. 1918.

SL 1

46. In which session did Congress pass the “Quit India” resolution?

- A. Lahore
- B. Bombay
- C. Mumbai
- D. Kolkata

SL 1

47. Describe the characteristics of the Indian National Congress in its early years.

SL 2

48. Describe the failures of the Indian National Congress.

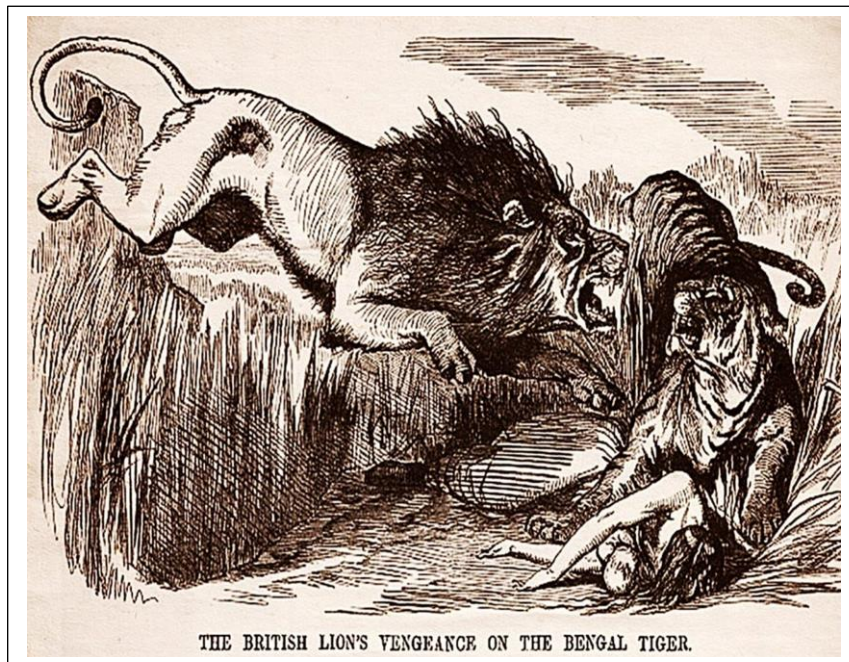
SL 2

49. Discuss the contributions of the Indian National Congress to India's independence.

SL 4

PART B: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 50 – 53**.



Source: *Sepoy Rebellion*, <https://farbound.net/british-lions-vengeance-political-cartoon-john-tenniel-punch-1857/>

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

50. The Sepoy Rebellion began in:

- A. Agra.
- B. Meerut.
- C. Delhi.
- D. Kanpur.

SL 1

51. Describe the events of the Sepoy Rebellion.

SL 2

52. Explain the reasons for the Sepoy Rebellion.

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SL 3

53. Discuss the effects of the Sepoy Rebellion on British Raj policies in India.

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SL 4

PART C: ESSAY

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

TOPIC: Discuss how Indian disunity impacted British policies for India's independence. Use specific examples in your answer.



Source: Imperialism in India,
<https://sites.google.com/site/imperialisminindia/home/muslim-league>

In an attempt to break the Congress-Muslim League deadlock and preserve Indian unity, Gandhi proposed that Jinnah should be given the responsibility for running a new Indian government...Gandhi's last-ditch effort to keep the Indian people unified within one country had failed.

Source: McLeod, H & Webb, R. *Gandhi and Indian Independence*, Macmillan Publishers New Zealand (1998, p.93)



Source: The Age of Imperialism, <http://hsidhuch25.blogspot.com/2012/03/political-cartoons-cartoonist-leslie.html>

[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

	54.	55.	56.	57.
Skill Levels	4	3	2	1
Student's Response				

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer Questions 56 – 60.



Source: <https://cartoon-netw.blogspot.com/2014/08/easy-marshall-plan-political-cartoon.html#popup>

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

56. The Marshall Plan was proposed in:

- A. 1945.
- B. 1946.
- C. 1947.
- D. 1948.

SL 1

57. The Marshall Plan was criticized by:

- A. Russia.
- B. Germany.
- C. Japan.
- D. Italy.

SL 1

58. Describe what the Truman Doctrine establishes.

SL 2

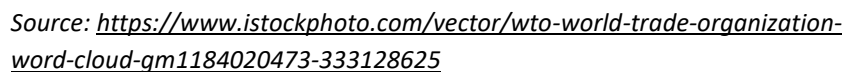
59. Describe the ways the Marshall Plan contributed to Europe's economy.

SL 2

60. Discuss how the Marshall Plan was perceived as an instrument against Communism.

SL 4

Use the resource below and your knowledge to answer **Questions 61 – 64**.



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

61. The World Trade Organization was inaugurated in:
- A. 1948.
 - B. 1983.
 - C. 1987.
 - D. 1995.

A diagram showing a square on the left and a rectangle on the right. The rectangle is labeled "SL 1" in its top section.

62. Describe the functions of the World Trade Organization.

	SL 2

63. Explain the aims behind the formation of the World Trade Organization.

[illegible]

SL 3

64. Discuss the impact of the World Trade Organization on international trading.

[illegible]

SL 4

PART C: ESSAY

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

TOPIC: Examine the negative impacts of globalization on the development of former colonized countries.
Use specific examples in your answer.



Source: <https://www.dreamstime.com/royalty-free-stock-image-globalization-wordcloud-image19894466>



Source: <http://chaudhrymediaportfolio.blogspot.com/2007/07/week-3-media-item-2-globalization.html>

Neo-colonialism represents imperialism in its final stage. The essence of neo-colonialism is that the State which is subject to it is, in theory, independent and has all the outward trappings of international sovereignty. In reality its economic system and thus its political polity is directed from outside.

Source: *Globalization is a form of Colonialism*,
<https://www.grin.com/document/287753>

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[illegible]

For Scorers use ONLY

	65.	66.	67.	68.
Skill Levels	4	3	2	1
Student's Response				

PART A: EXTRACT INTERPRETATION

Use the resources and your knowledge to answer **Questions 69 – 73**.

“...Our historical victories were attained thanks to the organizational work of the party, to the many provincial organizations, and to the self-sacrificing work of our great nation. These victories are the result of the great drive and activity of the nation and of the party as a whole; they are not at all the fruit of the leadership of Stalin, as the situation was pictured during the period of the cult of the individual...

Comrades, we must abolish the cult of the individual decisively, once and for all...”

[Khrushchev's Secret Speech, 'On the Cult of Personality and Its Consequences,' Delivered at the Twentieth Party Congress of the Communist Party of the Soviet Union]

Source: Khrushchev's Secret Speech,
https://digitalarchive.wilsoncenter.org/document/115995.pdf?v=3c22b71b65bcbb_e9fdfadead9419c995

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

69. Khrushchev's de-Stalinisation process began in:

- A. 1953.
- B. 1956.
- C. 1961.
- D. 1968.

SL 1

70. Josef Stalin died in:

- A. 1953.
- B. 1954.
- C. 1956.
- D. 1957.

SL 1

71. Describe the policy of 'de-Stalinisation'.

SL 2

72. Describe Khrushchev's policy of 'Peaceful Coexistence'.

SL 2

73. Discuss the consequences of Khrushchev's de-Stalinisation speech.

SL 4

PART B: PHOTOGRAPH INTERPRETATION

Use the resource below and your knowledge to answer **Questions 74 – 77**.



Source: *Totalitarian Leaders*, <https://quizlet.com/257701520/unit-6-totalitarian-leaders-diagram/>

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

74. The Russian communist victory in 1917 was led by:

- A. Vladimir Lenin.
- B. Tsar Nicholas II.
- C. Josef Stalin.
- D. Leon Trotsky.

SL 1

75. Describe the characteristics of a Fascist leadership system.

SL 2

76. Explain how Nazism was successful in Germany.

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SL 3

77. Discuss Stalin's system of promoting political stability in Russia.

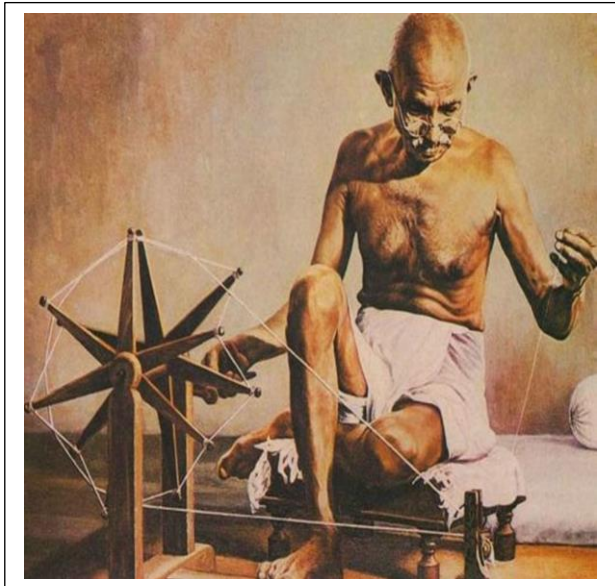
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SL 4

PART C: ESSAY

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

TOPIC: Evaluate Gandhi's and Stalin's strategies to promote economic stability in their countries. Use specific examples in your answer.



Gandhi was criticised for his emphasis on village reform...[According to Gandhi] village reform was an essential means to sarvodaya, to the good of all people and the good of India as a whole... India's strength lay in her vast supply of people and from them the need was not machinery but employment based on manual labour.

Source: McLeod, H & Webb, R. *Gandhi and Indian Independence*, Macmillan Publishers, New Zealand (1998, p 82)

Source:

<https://www.nytimes.com/2017/01/13/world/asia/india-narendra-modi-gandhi-spinning-wheel.html>



Source: Stalin Collectivisation,

<https://line.17qq.com/articles/qpfdbpbz.html>

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For Scorers use ONLY

	78.	79.	80.	81.
Skill Levels	4	3	2	1
Student's Response				

STUDENT EDUCATION NUMBER									

HISTORY

2021

(For Scorers only)

STRANDS		Weighting	Scores	Check Scorer	AED Check
COMPULSORY STRAND	International Relations	40			
OPTIONAL STRAND 1	Migration	30			
OPTIONAL STRAND 2	Imperialism, Colonialism, Nationalism and Decolonisation	30			
OPTIONAL STRAND 3	Conflict	30			
OPTIONAL STRAND 4	Economic Transformation	30			
OPTIONAL STRAND 5	Systems of Power and Authority	30			
TOTAL		100			