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Samoa School Certificate

HISTORY 2022

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 1-2 and TWO OPTIONAL STRANDS from SECTION 3. 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 STRAND 1: MIGRATION	2 – 9	50	25
SECTION 2	CORE STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	10 – 20	60	35
SECTION 3				
OPTIONAL STRAND 1	CONFLICT	21 – 26	35	20
OPTIONAL STRAND 2	INTERNATIONAL RELATIONS	27 – 32	35	20
OPTIONAL STRAND 3	ECONOMIC TRANSFORMATION	33 – 38	35	20
OPTIONAL STRAND 4	GOVERNMENT AND LEADERSHIP	39 – 44	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: PHOTOGRAPH INTERPRETATION

Use the resource below and your knowledge to answer **Questions 1 – 2**. Write your answers in the spaces provided.



Laborers at work at a copra plantation in Western Samoa

Source: MESC, Year 12 History, 2004, pp 29

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

1. An immigrant group to Samoa that is depicted in the above photograph would be:

- A. Indians.
- B. Chinese.
- C. Polynesians.
- D. Melanesians.

SL 1

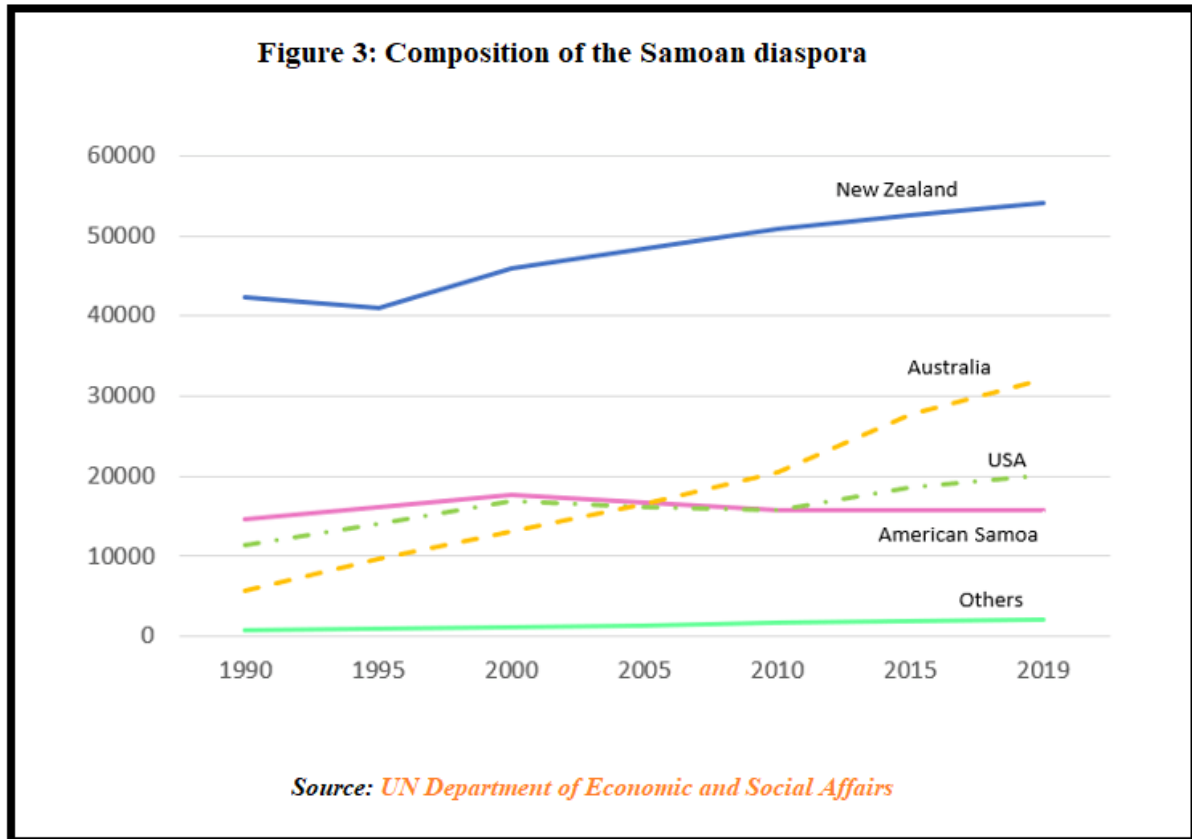
2. The Governor that allowed the importation of indentured labourers to Samoa was:

- A. Robert Logan.
- B. Robert Ward Tate.
- C. Erich Schultz Ewerth.
- D. Wilhelm Heinrich Solf.

SL 1

PART B: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 3 – 4**. Write your answers in the spaces provided.



Source: <https://devpolicy.org/>

3. Describe the trend of Samoan migration as depicted in the above resource.

SL 2

PART C: EXTRACT INTERPRETATION

Use the extract below and your knowledge to answer **Questions 5 – 6**. Write your answer in the spaces provided.

We can explain where people live (or population distribution) in terms of internal migration. That is, people live where they live because other people have moved there. Internal migration is the movement from one place to another within the same nation. We can study the patterns of internal movement, and the reasons for such patterns, on different scales. Population distribution patterns tend to be on a national scale. But some migration patterns involve small numbers of people at a time. The reasons for these movements, however, can be generalized, and specific examples given.

Source: MESC, Year 12 History, 2004, pp 15

5. Explain the cause of internal migration in Samoa in the 1900s.

[illegible]

SL 3

- [illegible]

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PART D: SHORT ESSAY

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

Evaluate the impacts of the European immigrants in Samoa as depicted in the resources below. Use examples to support your answer.

- Outline some of the characteristics of the European immigrants depicted below.
- Outline some of the socio-economic impacts of the presence of the European immigrants in Samoa.
- Discuss how the Samoan society changed due to the presence of European immigrants.
- Discuss your ideas on how the Samoan society would have changed or not changed if there were no European immigrants.



Figure 1.4.6 Group of nursing staff and members of the armed forces at Apia Hospital during World War I

Source : MESC, Year 12 History, 2004, pp 35

When the mast of the first 'tall ship' to visit Sāmoa broke the horizon, the people thought it had pierced the heavens. Thus people on board were called papalagi, which means 'heaven breakers'. This was the first contact with people from European countries, far beyond the Pacific. The papalagi were given different names in other Pacific islands – in Aotearoa (New Zealand) they were called pakeha; the Hawaiians called them haole; and in the Cook Islands they were called papā'a. The first European voyagers returned to their homelands with reports and stories describing the islands and their populations. The Europeans who were first to encounter different Pacific groups were described in their homelands, and in written historical accounts that followed, as the first to 'discover' the people of the Pacific. However, Pacific populations have their own beliefs about who 'discovered' them and their islands. That is, '... we believe our ancestors and ancestral gods were the first discoverers of our world'.

The people of the Pacific were amazed by the European newcomers, their technology and the material goods that they brought with them. Different Europeans came to the Pacific for different reasons.

Source : MESC, Year 12 History, 2004, pp 29

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, typical of notebook or legal stationery. There are no margins, text, or other markings present.

[illegible]

For Scorers use ONLY

	7.	8.	9.	10.
Skill Levels	2	2	2	4
Student's Response				

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 11 – 14**. Write your answers in the spaces provided.

The German annexation of Samoa was motivated by the interests of the plantation company D.H.P.G (Deutsche Handels and Plantagen Gesellschaft) formerly Godeffroy and Sohn. The new Governor of the colony Wilhelm Solf (formerly executive officer of the Apia Municipality of 1899) therefore gave the interests of the company high majority in his administration.

The D.H.P.G was a very large operation. It was based in Germany and had branches in German New Guinea. The plantations were run by employees of the company who could be dismissed and sent home if they caused trouble for the colonial administration.

Source: Lagaga – A short History of Western Samoa, pp 108

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

11. Imperialism is defined as:

- A. nationalist movements in a country.
- B. indirect control of resources in a country.
- C. the feeling of pride one has for his or her nation.
- D. a larger country taking over countries with important resources.

SL 1

12. Colonization refers to when a country:

- A. settles problems through wars.
- B. is taken over by European countries.
- C. takes control over the indigenous people of an area.
- D. receives people from a country affected by political unrest.

SL 1

13. The imperial power that controlled Samoa after World War I was:

- A. USA.
- B. Australia.
- C. Germany.
- D. New Zealand.

SL 1

14. The colonial power that ruled Samoa was:

- A. Great Britain.
- B. Germany.
- C. USSR.
- D. USA.

☐

SL 1

PART B: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 15 – 16**. Write your answers in the spaces provided.



Source : <https://commonslibrary.org/mau-movement/>

15. Describe how nationalism was depicted in the work of the Mau Movement.

SL 2

PART C: EXTRACT INTERPRETATION

Use the resource below and your knowledge to answer **Questions 17 – 18**. Write your answers in the spaces provided.

The main imperial powers in the Pacific were Great Britain, Germany, France and America. They were in the Pacific mainly to pursue their own interests, which was often in conflict with the interests of the native people. Imperialism was a political act that arose out of the economic activities of the Europeans. For instance, Britain's primary interest in Fiji was economic. Some colonisers encouraged internal disputes in their colonies because they gave the foreign power, e.g. Britain a good reason to intervene and assume control.

Source : MESC, Year 12 History, 2004, pp 44

17. Explain the difference between colonization and decolonization.

This image shows a single sheet of white paper with horizontal blue 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 3

18. Compare the processes of imperialism and decolonization in Samoa.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, providing a guide for handwriting or typing. The background is a solid off-white color.

SL 4

PART D: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer Questions **19 – 21**. Write your answers in the spaces provided.



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

19. List the first TWO Christian churches that arrived in Samoa to spread Christianity.

SL 2

20. Explain the social changes brought about by the missionaries in Samoa.

SL 3

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

21. Discuss the role of the London Missionary Society in educating the people of Samoa. Use examples to support your answer.

[illegible]

SL 4

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PART E: ESSAY

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

Discuss the nature and effects of the work of the Fono a Faipule and how it led to the independence of Samoa.

- Outline the reasons for independence in Samoa.
- Outline the contributions of the organisations that assisted the Fono a Faipule in its fight for independence in Samoa.
- Discuss the work of the Fono a Faipule in the achievement of independence for Samoa.



Figure 2.4.3 60 Mau prisoners arrive from coast at dawn, Apia

Source : MESC, Year 12 History, 2004, pp 64

In 1926, Samoan leaders including Ta'isi O.F. Nelson, a businessman and Member of the Legislative Assembly, began to openly criticize the Richardson Administration. He founded a newspaper, The Samoan Guardian for the expression of public criticism of New Zealand rule.

In New Zealand, he submitted a list of grievances on behalf of the Samoan and European community to the Prime Minister. In the following year, 1927, the Minister of External Affairs visited Samoa and a Citizens' Committee representing Samoan and European leaders met him and expressed their concerns against the Richardson Administration. The Minister, W. Nosworthy was unsympathetic. He accused the local Europeans of intriguing against the Administration and of stirring up the Samoans. He announced the Administration would be empowered to deport troublesome local Europeans and part-Samoans.

Prior to the Minister's visit, the Citizens' Committee together with leading Samoans established an organization called the Samoan League, 'Ole Mau', to represent local views. The Mau became the focus of local dissatisfaction particularly following the unsuccessful appeal to the Minister. The Mau took as its motto 'Samoa mo Samoa', Samoans for the Samoans, which was, ironically, first proposed by Richardson when speaking against local Europeans.

Source: Lalaga, a short history of Western Samoa.

[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

	22.	23.	24.	25.
Skill Levels	2	2	2	4
Student's Response				

PART A : RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 26 – 30**. Write your answers in the spaces provided.



Figure 3.1.5 Naval Machine gun during the civil war

Source: MESC, Year 12 History, 2004, pp 75

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

26. Civil War is a:

- A. form of irregular warfare.
- B. war to achieve economic gain.
- C. military strategy for using nuclear power.
- D. war between citizens of the same country.

SL 1

27. A foreign power that was influential in the Civil War in Samoa was:

- A. Great Britain.
- B. France.
- C. Russia.
- D. Japan.

SL 1

28. The motive of the foreign power mentioned in Question 27 (page 21) was to:

- A. annex Samoa.
- B. recruit labourers.
- C. create a penal colony.
- D. create a plantation economy.

SL 1

29. Explain ONE role of the foreign powers in fueling the civil wars in Samoa.

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 3

PART B: SHORT ESSAY

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

Evaluate the impacts of the tension in the Middle East on its people and the justification made by the two countries in their involvement.

- Outline the events that caused the war between the Arabs and the Jewish after the 1947 partition.
- Discuss the justifications made by countries that supported the Arabs and the Jewish.
- Discuss the impacts of the tension in the Middle East.



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

Dear Lord Rothschild,

I have much pleasure in conveying to you, on behalf of his Majesty's Government, the following declaration of sympathy with Jewish Zionist aspiration, which has been submitted, to and approved by the Cabinet.

'His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavour to facilitate the achievement of this object, it being clearly understood that nothing shall be done that may prejudice the civil and religious rights of the existing non-Jewish communities in Palestine, the rights and political status enjoyed by Jews in other country.

I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation.

Yours sincerely,

Arthur Balfour

Source: MESC, Year 12 History, 2004, pp 64

[illegible]

PART A: RESOURCE INTERPRETATION

Use the resource below and your knowledge to answer **Questions 35 – 39**. Write your answers in the spaces provided.

REGIONALISM

"We are stronger when we work together and support each other."

PASO Chairperson, Mr. Magele Hoe J. Viali.



Source: <https://paso.aero/>

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

35. A regional organization that Samoa contributes to is the:

- A. World Bank.
- B. United Nations.
- C. Red Cross Society.
- D. Secretariat of the Pacific Community.

SL 1

36. International relations refer to the:

- A. coming together of many nations.
- B. personnel of a business organization.
- C. exchange of goods and services between two countries.
- D. nations interacting with each other politically or economically.

1

SL 1

37. An international organization that Samoa has relations with is:

- A. SPC.
- B. SPREP.
- C. Exclusive Economic Zone.
- D. European Economic Community.

7

SL 1

38. Explain how Samoa benefits from its regional attachments.

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 handwriting practice or general writing. There are no margins, text, or other markings on the page.

SL 3

PART B: SHORT ESSAY

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

There were a number of important treaties signed between Samoa and other foreign powers during the time of European contact. Discuss the importance of these treaties in the development of Samoa.

- Outline the treaties that Samoa signed with other foreign countries since European contact.
- Explain the importance of these treaties during European contact.
- Discuss the reasons why Samoa needs to have foreign policies.

The earliest recorded treaties signed between Samoans and early European visitors were during the early contact period after the missionaries and the traders had come to Samoa. The arrival of missionary John Williams in 1830 impacted greatly on the Samoan culture. Williams, by 1834, had produced transcribed texts in the Samoan language, traditionally an oral culture, for the very first time. Captain Bethune of the Conway and some leading chiefs negotiated a treaty.

Source: *MESC, Year 12 History, 2004, pp 103*



Figure 4.1.2 American, British and German Consuls in Sāmoa

Source: *MESC, Year 12 History, 2004, pp 104*

[illegible]

[illegible]

For Scorers use ONLY

	40.	41.	42.	43.
Skill Levels	2	2	3	3
Student's Response				

PART A : RESOURCE INTERPRETATION

Use the resources and your knowledge to answer **Questions 44 – 48**. Write your answers in the spaces provided.

A society is a social group of human beings that manages to meet most of its own needs, interacts across the generations, and is relatively large in size. A society is larger than a community but does not always have the geographic and political boundaries that a nation does. Most of the members of a society become members when they are born and raised into that society. Every society has basic tasks that it must do for its members. Each society has to make decisions about what kind of and how many economic goods and services it must produce, and where and how that it will do this. The society also needs a system to distribute, or pass around, the goods and services that it produces. Different societies have different ways of achieving these tasks. These are sometimes called economic systems.

Source: *MESC, Year 12 History, 2004, pp 137*

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

44. Political philosophies are how societies:

- A. meet their needs.
- B. address political issues.
- C. address issues that affect them.
- D. organize their economic systems based on their belief.

SL 1

45. A characteristic of a subsistence economy is that:

- A. the people are heavily reliant on remittances.
- B. governments have a role in the economy due to egalitarianism.
- C. every household or village tries to take care of its own needs.
- D. governments do not interfere or get involved in the economy.

SL 1

46. A market economic system involves the:

- A. overproduction of agricultural produce.
- B. exchange of goods with the use of money.
- C. use of simple tools in the creation of goods.
- D. production of machineries for the agricultural industry.

SL 1

47. Explain how the mixed market (capitalist) motivated economic behaviours in Samoa.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

SL 3

48. Discuss Samoa's political philosophies and their effectiveness in motivating economic behaviours.

[illegible]

SL 4

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.

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 Japan responded to the depression in relation to the conflict with China. Use examples to support your answer.

- Describe the features of the Great Depression of the 1930s.
- Describe a major impact of the Great Depression.
- Compare the effects of the depression on Japan and the USA.
- Discuss Japan's response to the effects of the depression in relation to her conflict with China.

Suddenly, economic systems collapsed. The economic prosperity of the 'era of hope' ended suddenly in the 1930s. Historians argue that the main cause of the Great Depression, which was experienced worldwide within the economies based on the free market or capitalist system, was World War I.

- ☐ the European economies collapsed because of the war
- ☐ the US helped out with huge loans to the Allied countries
- ☐ the Allied countries planned on repaying the loans by (i) making Germany (the nation that lost the war) pay very heavy reparations (i.e. money), and (ii) exporting goods to the US (one of the few economies that had good market potential).
- ☐ neither of these plans worked out. Germany struggled to pay its debts (its economy was severely damaged by the war), and so the US helped it out by loaning it money. Most European countries also needed to borrow money – and they turned to the US
- ☐ not surprisingly, the US became the economic centre of the world

Source: MESC, Year 12 History, 2004, pp 153



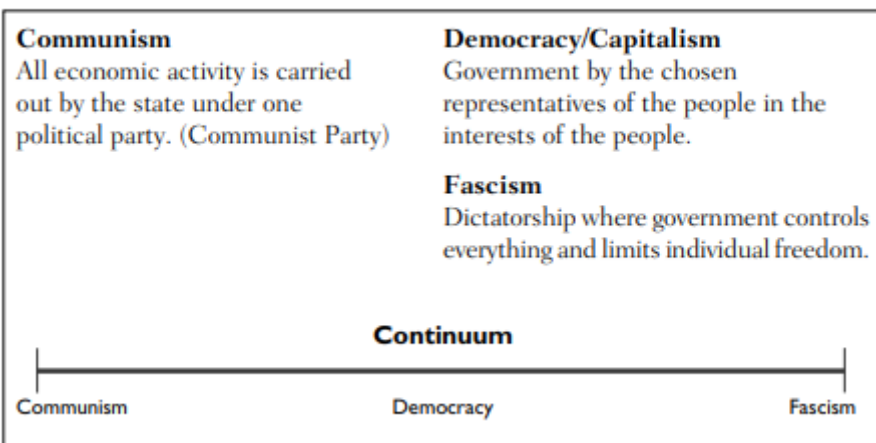
Unemployment relief work during the Depression in the 1930's

Source: <https://thegreatdepressionriots.weebly.com/>

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.

PART A : RESOURCE INTERPRETATION

Use the resources below and your knowledge to answer **Questions 53 – 57**. Write your answers in the spaces provided.

Influential Systems Of Power

Source: *MESC, Year 12 History, 2004, pp 163*



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

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

53. A country that still practices communism to this day is:

- A. Laos.
- B. Russia.
- C. Malaysia.
- D. Australia.

SL 1

54. An external factor that gave rise to communism in China is:

- A. the long march.
- B. defeating the nationalists.
- C. the guerilla warfare used by the communists.
- D. when Bolsheviks won the revolution in Russia.

SL 1

55. A country in Asia that practices capitalism is:

- A. France.
- B. Australia.
- C. Singapore.
- D. New Zealand.

SL 1

56. Explain the effects of communism in China since 1949.

SL 3

PART B: SHORT ESSAY

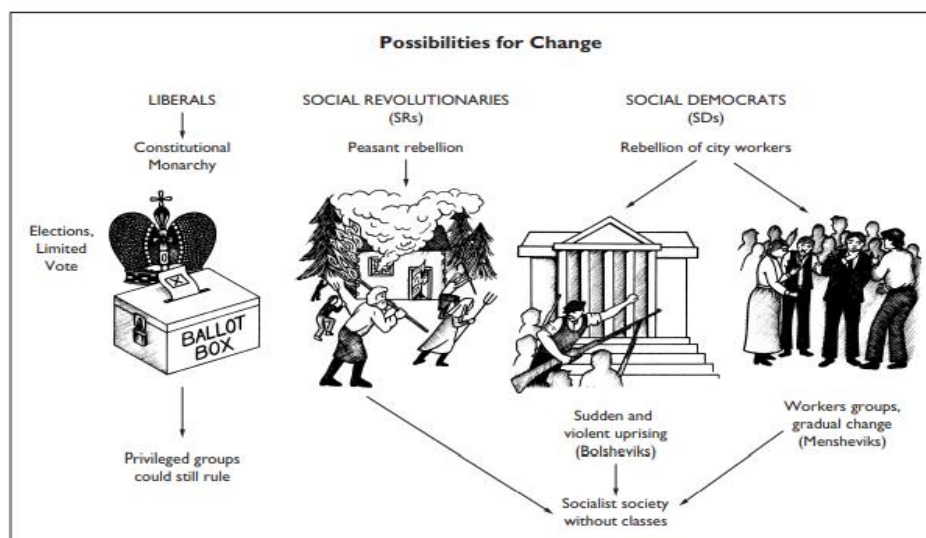
Use the resource below and your knowledge to write an essay of 250-300 words on the given topic.

Discuss the influence of Karl Marx's theories on Lenin and how this changed the leadership in Russia.

- Outline a theory of Karl Marx that relate to Russia.
- Outline the characteristics of the government in Russia.
- Explain how Karl Marx's theories influenced developments in Russia.
- Explain how Lenin was influenced by Karl Marx's teachings in relation to the change of Government in Russia.



Source: <https://ar.pinterest.com/>



Source: *MESC, Year 12 History, 2004, pp 182*

[illegible]

STUDENT EDUCATION NUMBER									

HISTORY

2022

(For Scorers only)

STRANDS		Weighting	Scores	Check Scorer	AED Check
SECTION 1	CORE STRAND 1: MIGRATION	25			
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OPTIONAL STRAND 1	CONFLICT	20			
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TOTAL		100			