



GOVERNMENT OF SAMOA

STUDENT EDUCATION NUMBER

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# Samoa School Certificate

# HISTORY 2023

## 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 CORE STRANDS 1 and 2, 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 to the appropriate places in this booklet.

CORE STRANDS		Page	Time (min)	Weighting
CORE STRAND 1	MIGRATION	2 – 8	45	25
CORE STRAND 2	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	9 – 16	65	35
OPTIONAL STRANDS				
OPTIONAL STRAND 1	CONFLICT	17 – 21	35	20
OPTIONAL STRAND 2	INTERNATIONAL RELATIONS	22 – 26	35	20
OPTIONAL STRAND 3	ECONOMIC TRANSFORMATION	27 – 31	35	20
OPTIONAL STRAND 4	GOVERNMENT AND LEADERSHIP	32 – 36	35	20
TOTAL			180	100

Check that this booklet contains pages 2 - 37 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: TEXT EVALUATION

Use the resource below and your knowledge to answer Questions 1 to 5.

Some scholars believe that islands in the Pacific were settled accidentally – that groups of interisland Polynesians lost their way while sailing or were blown off their original courses. Other scholars argue that different Polynesian groups deliberately planned to travel from one island group to another.

After the ancestors of the Samoans first settled in these islands, they were never isolated from other Pacific islands and societies. Interisland travel became very important between several Pacific islands long before the arrival of Europeans and their impact on the Pacific region and specifically, Samoa. What is interesting is that some ...of **Polynesian Outliers**...talk about their islands being settled...from Samoa.

*Source: MESC, Year 12 Text Book (2004, pp.16, 18)*

For Questions 1 and 2, choose and write the LETTER of the correct answer in the box provided.

1. One reason for inter-island migration in the distant past was:

- A. volcanic eruptions.
- B. aristocratic kidnapping.
- C. marriage alliances.
- D. sports and recreation.

SL 1

2. An example of Polynesian Outliers is:

- A. Nauru.
- B. Kiribati.
- C. Tokelau.
- D. Guam.

SL 1

**Write your answer in the spaces provided.**

3. Explain the evidence of inter-island migration in Samoa.

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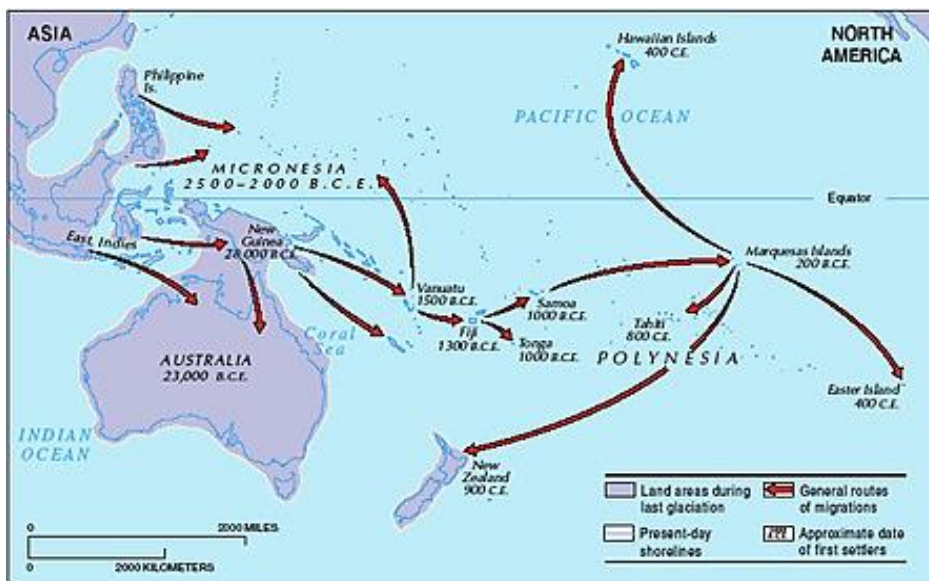
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SL 3

**PART B: RESOURCE INTERPRETATION**

Use the resource below and your knowledge to answer Questions 4 to 8.



Source: <http://exploreoceania.weebly.com/1-analysis-polynesia.html>

For Question 4, choose and write the LETTER of the correct answer in the box provided.

4. The Resource is evident of Pacific migration from:

- A. the West.
- B. the East.
- C. the North-West.
- D. the South-East.

	SL 1

Write your answers in the spaces provided.

5. Describe Thor Heyerdahl's 'Sweet Potato' evidence for Pacific migration.

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SL 2

6. Describe the Linguistic evidence for the South East Asian Theory of migration.

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SL 2

7. Describe the Oral Traditions evidence of the Samoan Theory of Migration.

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SL 2

8. Explain the importance of the three migration theories in our understanding of how Samoa was settled.

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SL 3

**PART C: ESSAY**

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

**TOPIC:** Discuss the socio-economic reasons for Samoans' emigration. Use specific examples in your answer.



Source: 'Pacific Islands and New Zealand - Immigration and aid',  
Te Ara - the Encyclopedia of New Zealand,  
<http://www.TeAra.govt.nz/en/photograph/36852/factory-work-1977> (accessed 27 March 2023)

With more money to spend, Sāmoan society became even more interested in buying imported European goods. When the war ended, and the US military left, economic opportunities were reduced and opportunities to earn cash were as limited as they had been before the war. But the Sāmoan desire for the goods and services that they enjoyed during the war did not change. They began to look elsewhere, overseas (not at home) for better income earning opportunities.

Source: MESC. Year 12 History Text Book (2004, p.38)



Source:  
<https://www.samoaoobserver.ws/category/samoa/99562>



Source: <https://blogs.adb.org/blog/what-i-ve-learned-adb-s-50-year-history>

Lined writing area with 27 horizontal lines.





**PART A: TEXT EVALUATION**

Use the resource below and your own knowledge to answer Questions 13 to 16.

Another country that gained independence as a result of pressure from the indigenous people was New Hebrides. Like Samoa, the [New Hebrideans] engaged in an anti-colonial struggle. Before independence, New Hebrides was jointly run by [two colonial powers]. The people described their status as aliens in their own land. They did not have legal status. They did not have passports, only identity cards, which were hardly recognised.

*Source: MESC. (2014) Year 12 History Text Book, p. 65.*

For Question 13, choose and write the LETTER of the correct answer in the box provided.

13. Identify the new name given to New Hebrides after they became independent.

- A. Vanuatu
- B. Solomon Islands
- C. Ellice Islands
- D. New Caledonia

SL 1

Write your answers in the spaces provided.

14. Describe the reasons for the formation of the New Hebrides protest movement.

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SL 2

15. Explain the requests by the New Hebrides National Party to the United Nations in 1971.

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SL 3

16. Discuss the differences between the New Hebrides protest movement and Samoa’s Mau Movement.

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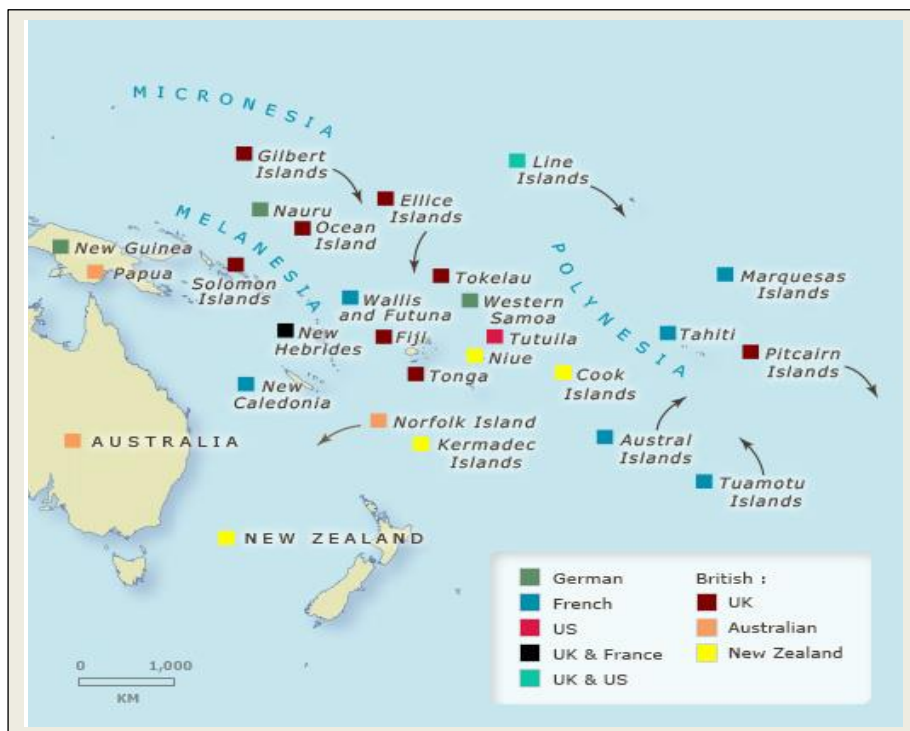
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SL 4

**PART B: RESOURCE INTERPRETATION**

Use the resource below and your knowledge to answer Questions 17 to 23.



Source : <https://teara.govt.nz/en/interactive/36846/colonial-control-in-the-pacific>

For Questions 17 and 18, choose and write the LETTER of the correct answer in the box provided.

17. Identify the colonial power that exercised 'Direct Rule' in the Pacific.

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

	SL 1

18. The only non-European colonial power in the Pacific in the 19<sup>th</sup> Century was:

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

	SL 1

**Write your answers in the spaces provided.**

19. Describe Germany's colonial policy in Samoa.

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SL 2

20. Describe the British colonial policy in the Gilberts and Ellice Islands.

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SL 2

21. Describe the nature of United States of America's colonial policy in the Pacific.

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SL 2

22. Explain the differences in the types of colonial policy the British used in Fiji and the Solomon Islands.

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SL 3

23. Discuss the impacts of colonialism on the Pacific Islands.

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SL 4

**PART C: ESSAY**

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

**TOPIC:** Discuss the roles played by the United Nations Organisation in the decolonization processes in the Pacific. Use specific examples in your response.



Source:

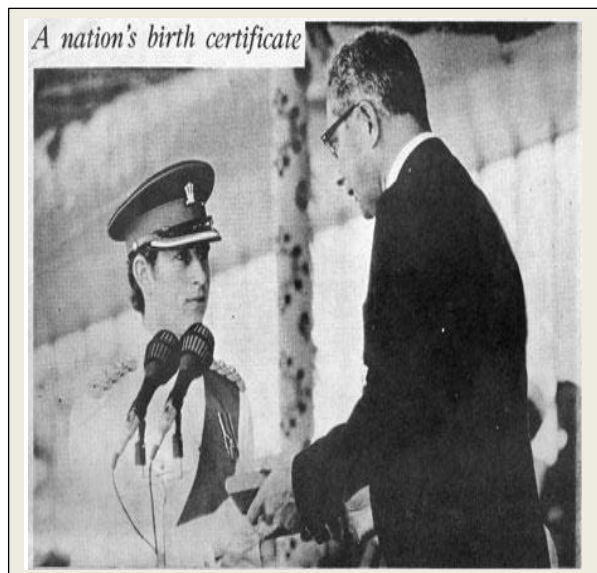
[https://natlib.govt.nz/records/22789789?search%5Bi%5D%5Bname\\_authority\\_id%5D=-93978&search%5Bpath%5D=items](https://natlib.govt.nz/records/22789789?search%5Bi%5D%5Bname_authority_id%5D=-93978&search%5Bpath%5D=items)

The UN recommendations resulted in the 1947 Samoan Amendment Act:

- New Zealand administration was replaced by a High Commissioner
- Government of Samoa replaced Administration of Samoa
- Legislative Council was replaced by Legislative Assembly that comprised of 11 Samoan and five European members
- Samoa was to have a national flag, a national anthem and a national day.

Source: MESC, Year 12 History Text Book (2004, p.67)

As the Union Jack was lowered for the last time in the presence of Prince Charles, and the military band beat the retreat and played the Last Post, Ratu Sir Kamisese Mara continued "Ladies and gentlemen, let us salute the Union Jack. The symbol that has governed this country for the last 96 years is coming down for the very last time. We are going to be masters of our destiny. We have come of age. Let us say farewell and ni sa moce to Her Majesty the Queen and to the Union Jack."



Source: <https://www.cpsctech.org/2019/09/fiji-celebrates-49-years-of-nationhood.html>

A series of 30 horizontal lines for writing, spanning most of the page width.

Lined area for student response.

***For Scorers use ONLY***

	24.	25.	26.	27.
<b>Skill Levels</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student's Response				



**PART A : RESOURCE INTERPRETATION**

Use the resource below and your own knowledge to answer Questions 28 to 32.



Source: <https://www.youtube.com/watch?v=ZX-bph5Oic8>

For Questions 28 and 29, choose and write the LETTER of the correct answer in the box provided.

28. The United Nations recommended the partition of Palestine in accordance with the:

- A. Balfour Declaration.
- B. 1930 White Paper.
- C. 1939 White Paper.
- D. Peel Commission.

	SL 1

29. The new state of Israel was formed in:

- A. May 1947.
- B. July 1947.
- C. May 1948.
- D. July 1948.

	SL 1

**Write your answers in the spaces provided.**

30. Describe the events that led to the war between the Arabs and Israelis after partition.

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SL 2

31. Explain the reasons for Israeli success in the First Arab-Israeli War.

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SL 3

32. Explain the significance of the Second Israeli War over the Suez Canal.

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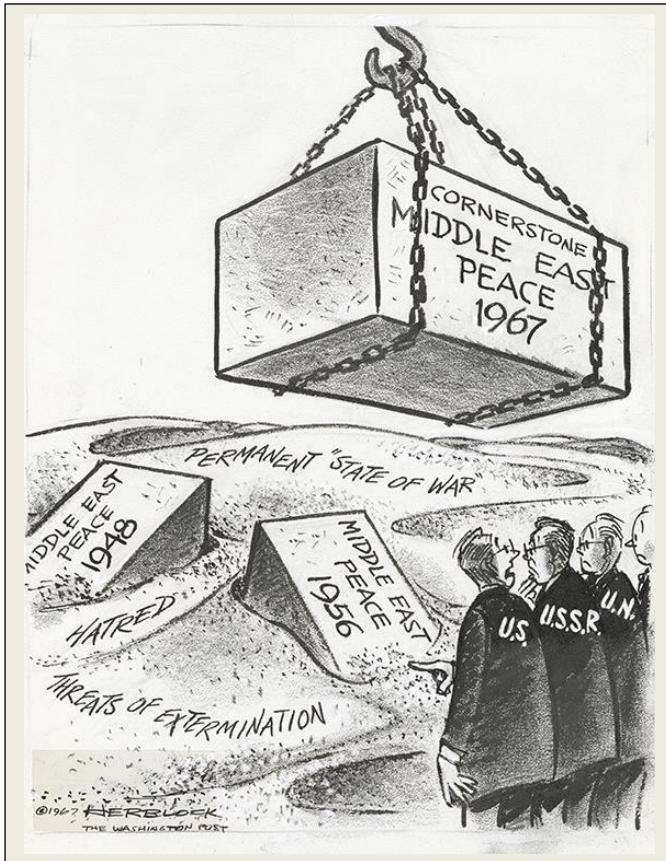
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SL 3

**PART B: ESSAY**

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

**TOPIC:** Analyze the roles of the different foreign powers in the tensions in the Middle East.  
Use specific examples in your response.



Source: <https://loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>



Source: <https://www.globalissues.org/article/119/the-middle-east-conflict-a-brief-background>

It seems that Britain had guaranteed the Promised Land to more than one country...

The main interest of the USSR in the Middle East was the spread of communism...

The US supported Israel because of influential Jewish Americans...

France...contributed...by first selling arms...and fighting...in the Suez war....

United Nations was heavily involved in the conflict...but none of its efforts have got very far as today the conflict continues...

Source: *MESC. Year 12 History Text Book (2004, pp. 96-97)*



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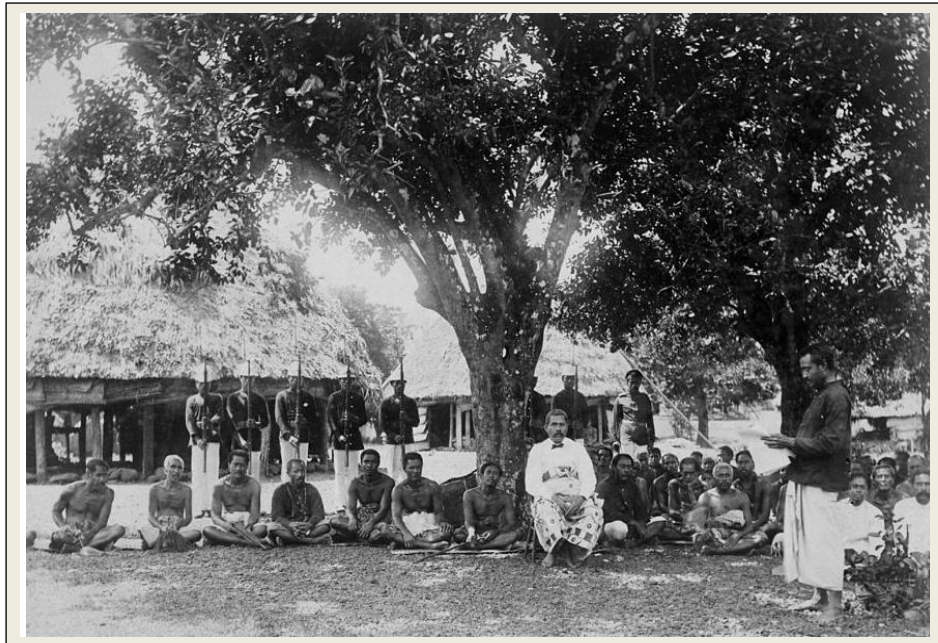
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***For Scorers use ONLY***

	33.	34.	35.	36.
Skill Levels	1	2	3	4
Student's Response				

**PART A: RESOURCE EVALUATION**

Use the resource below and your own knowledge to answer Questions 37 to 41.



Source: MESC. Year 12 History Text Book (2004, p. 106)

For Questions 37 and 38, choose and write the LETTER of the correct answer in the box provided.

37. The Municipality of Apia was established in:

- A. 1869.
- B. 1879.
- C. 1889.
- D. 1899.

SL 1

38. The Treaty portrayed in the given Resource is the:

- A. Commercial Treaty 1839.
- B. Lackawanna Treaty 1881.
- C. Berlin Treaty 1889.
- D. Tripartite Treaty 1899.

SL 1

**Write your answers in the spaces provided.**

39. Describe the significance of the Treaty in the Resource.

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SL 2

40. Explain the importance of treaties for Samoa during European contact.

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SL 3

41. Explain how Samoa benefits from the Treaty of Friendship 1962.

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SL 3

**PART B: ESSAY**

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

**TOPIC:** Examine the benefits of Samoa's membership in regional and international organisations. Use specific examples in your answer.

As well as country-to-country programmes, some donors send aid to regional organisations. Australia is the leading donor to many regional organisations, including the South Pacific Forum Secretariat, the University of the South Pacific and many more.

Aid is not always just cash or loans given to a country. Aid can be when experts in many technical areas...have been sent from one country overseas to help people in another country.



Source: <https://www.assamexam.com/apsc-gk-international-organisation/>

Source: MESC. Year 12 History Text Book (2004, p.114)



Source: <https://fijisun.com.fj/2022/06/08/2024-pifs-head-from-micronesia/>







PART A : RESOURCE INTERPRETATION

Use the resource and your own knowledge to answer Questions 46 to 50.



Source: <https://alchetron.com/Mukden-Incident>

For Questions 46 and 47, choose and write the LETTER of the correct answer in the box provided.

46. The Great Economic Depression of the 1930s began in:

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

	SL 1

47. One characteristic of the Great Economic Depression was:

- A. Increased food supplies.
- B. Increased unemployment.
- C. Increased international cooperation.
- D. Increased national development.

	SL 1

Write your answers in the spaces provided.

48. Describe the impact of the Great Economic Depression on Japan.

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<b>SL 2</b>

49. Explain the causes of the Great Economic Depression in the 1930s.

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<b>SL 3</b>

50. Explain Japan’s response to the Great Economic Depression in relation to the conflict with China.

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<b>SL 3</b>

**PART B : SHORT ESSAY**

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

**TOPIC: Discuss the advantages of Samoa's mixed capitalist-socialist economic system. Use specific examples in your answer.**

Many economies in the Pacific are dominated by the public sector...a common perception is that there are limited opportunities for the private sector to grow and for people to find other employment. This perception has contributed to SOE's continued dominance in economic activities.



Source: <https://www.pacificpsdi.org/news-and-insights/op-eds/read/win-win-win-for-samoa-soe-reform>

Source: <https://www.ifad.org/en/web/latest/-/news/ifad-and-partners-invest-us-30-million-in-samoa-to-make-small-scale-farming-and-fishing-more-profitable-and-climate-proof>



Countries that develop mixed economic systems try to borrow some of the best characteristics of capitalist market systems and socialist planned systems.

Source: *MESC. Year 12 History Text Book (2004, p.137)*

Source: <https://samoaglobalnews.com/piras-project-supports-full-time-farmer-couple-in-faleasiu/>





PART A : RESOURCE INTERPRETATION

Use the resource and your own knowledge to answer Questions 55 to 59.



Source:  
<http://theendofempires.weebly.com/relationship-between-the-soviets-and-china.html>

For Questions 46 and 47, choose and write the LETTER of the correct answer in the box provided.

55. China became a Communist country in:

- A. 1919.
- B. 1929.
- C. 1939.
- D. 1949.

SL 1

56. The first Communist leader of Russia was:

- A. Josef Stalin.
- B. Vladimir Lenin.
- C. Nikita Krushchev.
- D. Leonid Brezhnev.

SL 1



**Write your answers in the spaces provided.**

57. Describe the internal factors that led to the communist rule in Russia.

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SL 2

58. Explain the external factors that led to nationalism in China.

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SL 3

59. Explain the similarities in the development of communism in Russia and in China.

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SL 3

**PART B: ESSAY**

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

**TOPIC: Evaluate the efficiency of the Communist and Capitalist systems of leadership.**  
Use specific examples in your answer.



Source: <https://www.boardgameatlas.com/game/gAk92Y4VyM/communism-vs-capitalism-war-of-ideologies>



Source: <https://vejayinjananam.wordpress.com/2018/06/24/communism-capitalism-and-socialism-qs-paper-1-upsc/>

The people who are in power, or the leaders of a government, can get to power in different ways. Some government leaders are elected or chosen by the people in the country (citizens). Other governments are led by people who are related to a previous ruler, or are led by people who force their way into power.

Source: *MESC. Year 12 History Text Book*, (2004, p. 160).





STUDENT EDUCATION NUMBER									

## SSC HISTORY

**2023**

*(For Scorers only)*

CORE STRANDS		Weighting	Scores	Check Scorer	AED Check
<b>CORE STRAND 1</b>	MIGRATION	25			
<b>CORE STRAND 2</b>	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	35			
<b>OPTIONAL STRANDS</b>					
<b>OPTIONAL STRAND 1</b>	CONFLICT	20			
<b>OPTIONAL STRAND 2</b>	INTERNATIONAL RELATIONS	20			
<b>OPTIONAL STRAND 3</b>	ECONOMIC TRANSFORMATION	20			
<b>OPTIONAL STRAND 4</b>	GOVERNMENT AND LEADERSHIP	20			
<b>TOTAL</b>		<b>100</b>			