



GOVERNMENT OF SAMOA

STUDENT EDUCATION NUMBER									

# Samoa Secondary Leaving 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 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 to the appropriate places in this booklet.

STRANDS		Pages	Time (min)	Weighting
CORE STRAND	INTERNATIONAL RELATIONS	2 – 10	80	40
OPTIONAL STRAND 1	MIGRATION	11 – 17	50	30
OPTIONAL STRAND 2	IMPERIALISM, COLONIALISM, NATIONALISM AND DECOLONISATION	18 – 24	50	30
OPTIONAL STRAND 3	CONFLICT	25 – 31	50	30
OPTIONAL STRAND 4	ECONOMIC TRANSFORMATION	32 – 38	50	30
OPTIONAL STRAND 5	SYSTEMS OF POWER AND AUTHORITY	39 – 45	50	30
TOTAL			180	100

Check that this booklet contains pages 2 - 46 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 to 5**.



Source: <https://alchetron.com>

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

1. The Moroccan Crisis was caused by rivalry over:

- A. nationalism.
- B. armaments.
- C. territory.
- D. trade.

	SL 1

2. The First Moroccan Crisis occurred in:

- A. 1901.
- B. 1902.
- C. 1905.
- D. 1907.

	SL 1



**PART B: RESOURCE INTERPRETATION**

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



Source: <https://quizlet.com>

For Questions 6 and 7, choose and write the LETTER of the correct answer in the box provided.

6. The Abyssinia Crisis occurred in:

- A. 1929.
- B. 1932.
- C. 1933.
- D. 1935.

	SL 1

7. The European country that invaded Abyssinia was:

- A. Italy.
- B. Britain.
- C. France.
- D. Germany.

	SL 1

8. Describe how the League of Nations reacted to the Abyssinia crisis.

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SL 2

9. Explain how the work of the League of Nations affected the Abyssinia crisis.

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SL 3

10. Explain an impact of the Abyssinian Crisis on international relations.

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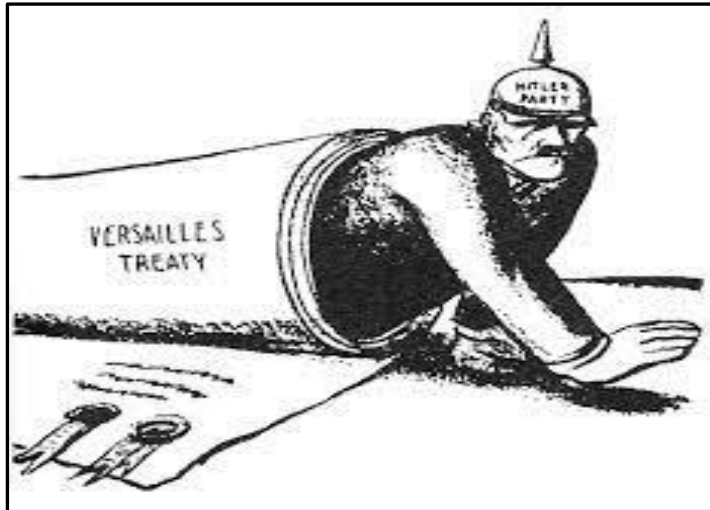
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SL 3

**PART C: RESOURCE INTERPRETATION**

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



Source: <http://anatheimp.blogspot.com>

For Question 11, choose and write the **LETTER** of the correct answer in the box provided.

11. The purpose of the Treaty of Versailles was to:

- A. search for funds.
- B. help the victims of war.
- C. formally end World War 1.
- D. identify the country that started the war.

SL 1

12. List **TWO** conditions of the Treaty of Versailles.

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SL 2



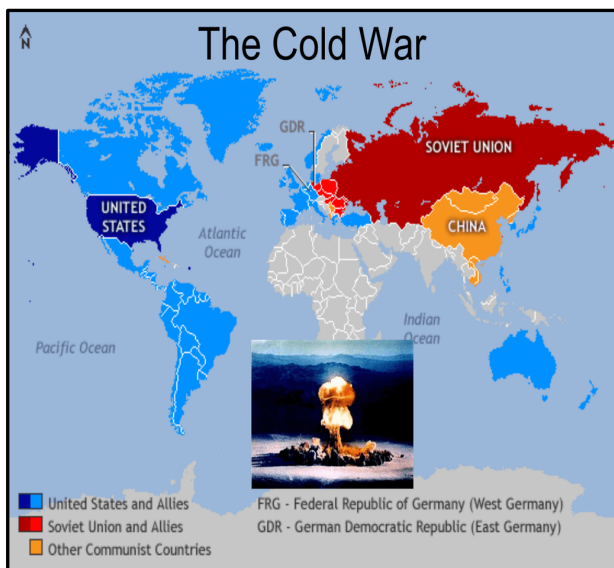
**PART D:                   ESSAY**

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

**TOPIC:** Examine how the Cold War started a new rivalry after World War II. Use specific examples in your answer.

The Cold War was a period of heightened tensions between the US and the Soviet Union. Lasting from 1945-1991, the two nations never directly fought, but instead engaged in proxy wars to advance their own ideologies-- the US aiming to repel communism, and the USSR seeking to spread it.

Sources: <https://www.nationalww2museum.org>



Source: <https://studylib.net>



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

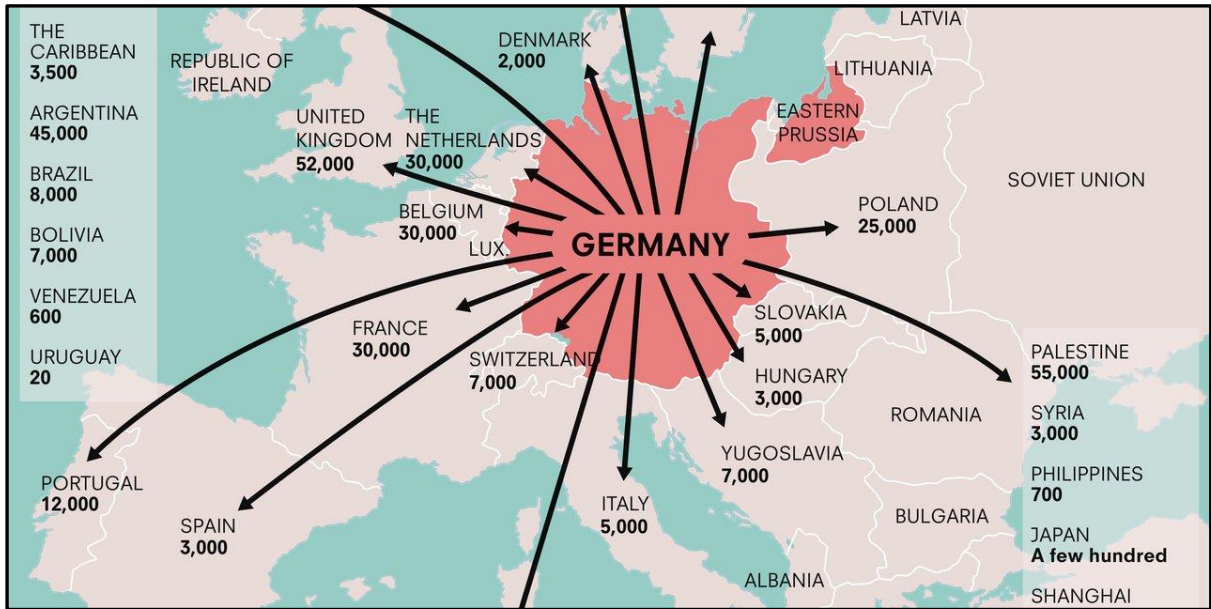






**PART A: RESOURCE INTERPRETATION**

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



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

For Questions 19 and 20, choose and write the LETTER of the correct answer in the box provided.

19. Ethnic migration is the movement of a:

- A. tribe into a crisis zone.
- B. foreign group into a country.
- C. racial group out of a country.
- D. religious group out of a country.

SL 1

20. The main factor which pushed people out of Germany was the:

- A. Nazi regime.
- B. level of poverty.
- C. level of unemployment.
- D. increase in population growth.

SL 1

21. Describe the trend of migration during Hitler's leadership.

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SL 2

22. Describe **ONE** social impact of the Nazi regime.

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SL 2

23. Discuss how immigration policies regulated the movement of people across the borders. Use examples to support your answer.

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SL 4

**PART B: RESOURCE INTERPRETATION**

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



Source: <https://www.nationalww2museum.org>

For Question 24, choose and write the **LETTER** of the correct answer in the box provided.

24. The temporary labour program re-emerged in Germany due to the:

- A. changes in immigration policies.
- B. foreigners' preferences to live in Germany.
- C. Germans being unhappy with the jobs available.
- D. demand for cheap labour in a booming post war economy.

SL 1

25. Describe a feature of the temporary labour program.

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SL 2



**PART C: ESSAY**

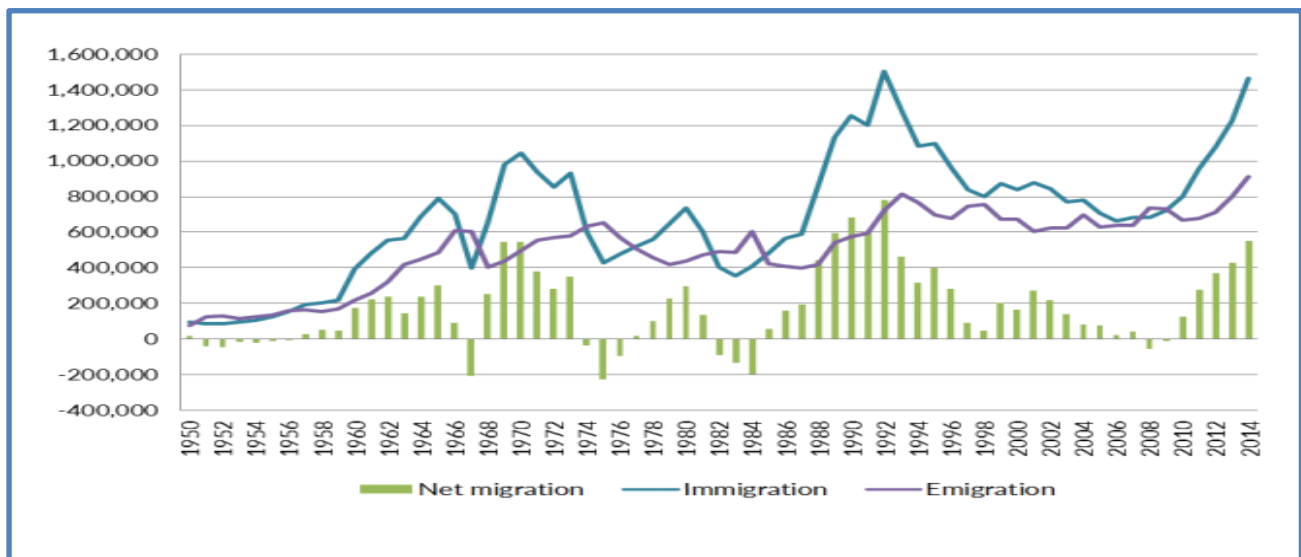
Use the resources and your knowledge to write an essay of 250 – 300 words on the given topic.

**TOPIC:** Examine how migrants' integration contributed to the development of Germany and the workers' lives. Use specific examples in your answer.

After the huge displacement that occurred across Europe during World War II, Germany quickly became an attractive country for labour migrants again, this time from Southern Europe. The country's longstanding demand for foreign workers—filled during the war through forced labour and shortly afterwards through an estimated 12 million ethnic Germans who were expelled from former German territories—had to be satisfied through a new channel: guestworker programs. Millions of so-called guestworkers, mostly unskilled labourers from Italy, Turkey, Spain, and Greece, arrived in the economic boom years between 1955 and the early 1970s. Immigration increased steadily throughout these decades, peaking at more than 1 million arrivals in 1970. Even though outflows also increased, the foreign-born population rose steadily, meaning that migrants increasingly made Germany more than a temporary home.

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

Migration to and from Germany



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







**PART A: RESOURCE INTERPRETATION**

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



Source: <https://theculturetrip.com>

For Questions 32 and 33, choose and write the **LETTER** of the correct answer in the box provided.

32. The assassination at Sarajevo was done by:

- A. Gavrilo Princip.
- B. Andrei Gavrilov.
- C. Franz Ferdinand.
- D. Nedjelko Carinovic.

SL 1

33. The ultimatum to Serbia was issued on:

- A. September 23, 1914.
- B. October 23, 1914.
- C. August 23, 1914.
- D. July 23, 1914.

SL 1

34. Describe the Sarajevo assassination event.

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SL 2

35. Describe what happened after the ultimatum was issued.

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SL 2

36. Discuss the relationship between the assassination at Sarajevo and the outbreak of World War I. Use examples to support your answer.

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SL 4

**PART B: RESOURCE INTERPRETATION**

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



Source: <https://schoolhistory.co.uk>

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

37. The Satellite states were:

- A. Russia's nuclear weapon bases.
- B. suspected enemies of the Russian people.
- C. satellite links from Russia to the outside world.
- D. buffer countries between Russia and anticommunist countries.

SL 1

38. Describe an event that showed the drive for self-rule for the Russian satellite states.

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SL 2



**PART C: ESSAY**

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

**TOPIC: Examine the British rule and its impacts on Burma. Use specific examples in your answer.**

Prior to the arrival of the British, education took place within the Sangha and most young men passed through monasteries as novice monks. In addition to providing an education and a religious vocation, the Sangha garnered respect for the monastic community. The arrival of British colonial policy in Burma fundamentally undermined this system, and is at the heart of contemporary intercommunal and interreligious violence. By undercutting Burmese political and religious authority, the British marginalized the Burman community while granting ethnic minorities access to power. The British introduced a radically different educational system from the traditional Sangha, basing the new system on secular modernity. Most of the graduates of the new system joined the ranks of civil servants in the colonial administration. The Sangha resisted this Western education, maintaining that secular knowledge contradicted a Buddhist worldview.

Source: <https://rpl.hds.harvard.edu>



Source: <https://omniatlas.com>

The British eliminated the office of the patriarch of the Buddhist clergy. The demise of the monarchy and the monkhood, the twin pillars of the society of Myanmar, was perhaps the most devastating aspect of the colonial period.

To the British, however, the war had ended legally with the annexation of the kingdom; those opposing them, therefore, were considered rebels and bandits. For the next five years the British military officers acted as both judge and jury in dealing with captured guerrillas.

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







**PART A : TEXT EVALUATION**

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



Source : <https://origins.osu.edu>

**For Questions 45 and 46, choose and write the LETTER of the correct answer in the box provided.**

45. The Amritsar massacre occurred on

- A. 8<sup>th</sup> April 1919.
- B. 11<sup>th</sup> April 1919.
- C. 13<sup>th</sup> April 1919.
- D. 15<sup>th</sup> April 1919.

SL 1

46. The religious group that was targeted during the massacre was the

- A. Sikh.
- B. Hindus.
- C. Muslims.
- D. Buddhists.

SL 1



**PART B: RESOURCE INTERPRETATION**

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



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

For Question 50, choose and write the LETTER of the correct answer in the box provided.

50. The Satyagraha was a

- A. military strategy.
- B. movement by young protesters.
- C. violent protest by the Indian protesters.
- D. non-violent resistance by the Indian Nationalists.

SL 1

51. Describe a feature of the Satyagraha as a strategy against injustice.

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SL 2



**PART C: ESSAY**

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

**TOPIC: Examine the contributions of the Quit India movement to the achievement of Indian independence. Use specific examples in your answer.**

The Quit India movement of 1942–44 was the final mass civil disobedience campaign launched by the Indian National Congress against British rule. Against the backdrop of the Second World War, its objective was to secure a British commitment to immediate full independence (purna swaraj) once the conflict was over, as opposed to the promise of Dominion status. Dominions (such as Australia and Canada) were largely self-governing, but they remained part of the British Empire, with the British monarch as head of state. The movement's immediate outcome was the arrest of the main Congress leadership, including Mahatma Gandhi and Jawaharlal Nehru, as well as thousands of Congress supporters.

Source: <https://www.bl.uk>

## Quit India Movement



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



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





**PART A: RESOURCE INTERPRETATION**

Use the resource below and your knowledge to answer Questions 58 to 62.



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

For Questions 58 and 59, choose and write the LETTER of the correct answer in the box provided.

58. The Yalta Conference was held in \_\_\_\_\_.

- A. 1942
- B. 1943
- C. 1945
- D. 1947

SL 1

59. The Yalta Conference was convened to

- A. plan out the occupation of postwar Germany.
- B. determine the cause of the war.
- C. plan out indemnity for Japan.
- D. study the impacts of the war.

SL 1



60. List **TWO** key points of the Yalta Conference.

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SL 2

61. Describe **ONE** of the main decisions made at the Yalta Conference.

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SL 2

62. Evaluate the outcomes of the Yalta Conference.

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SL 4

**PART B: RESOURCE EVALUATION**

Use the resource below and your knowledge to answer Questions 63 to 66.



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

For Question 63, choose and write the LETTER of the correct answer in the box provided.

63. The Marshall Plan was introduced in \_\_\_\_\_.

- A. 1945
- B. 1946
- C. 1948
- D. 1950

SL 1

64. Describe the way in which the Marshall Plan contributed to the economy of Western Europe.

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SL 2

65. Explain the reasons behind the leaders' decisions to develop the Marshall Plan.

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SL 3

66. Discuss how the Marshall Plan was perceived as a tool against communism. Use examples to support your answer.

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SL 4

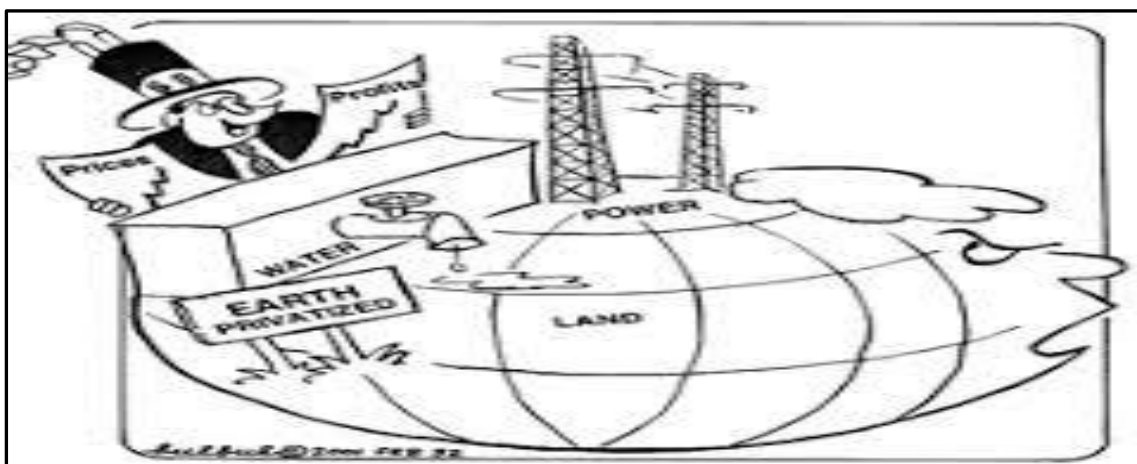
## PART C: ESSAY

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

**TOPIC: Examine how multinational companies contributed to the development of countries and former colonial powers. Use specific examples in your answer.**

- Multinationals provide an inflow of capital into the developing country. E.g. the investment to build the factory is counted as a capital flow on the financial account of the balance of payments. This capital investment helps the economy develop and increase its productive capacity.
- The [Harrod-Domar](#) model of growth suggests that this level of investment is important for determining the level of economic growth. One of the best ways to increase the level of economic growth is to provide an inflow of capital from abroad.
- The inflows of capital help to finance a current account deficit. (Basically, this means that foreign investment enables developing countries to buy imports.)
- Multinational corporations provide employment. Although wages seem very low by Western standards, people in developing countries often see these new jobs as preferable to working as a subsistence farmer with even lower income.
- Even liberal economists like Paul Krugman and Jeffrey Sachs have defended 'sweatshop labour' arguing that although employers are paying too low wages. Often sweatshop labour is better than the alternative of scavenging or no paid employment. Economies in south-east Asia have seen rising wages in recent decades – showing that low wage economies can develop.
- Multinational firms may help improve infrastructure in the economy. They may improve the skills of their workforce. Foreign investment may stimulate spending in infrastructure such as roads and transport.
- Multinational firms help to diversify the economy away from relying on primary products and agriculture – which are often subject to volatile prices and supply.

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



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





**PART A: RESOURCE INTERPRETATION**

Use the resource and your knowledge to answer **Questions 71 to 75**.



Source: <https://postcardsfromsanantonio.com>

For Questions 71 and 72, choose and write the **LETTER** of the correct answer in the box provided.

71. The De-Stalinisation process was for:

- A. destabilizing the government.
- B. eradicating the influence of Stalin.
- C. showing Stalin’s powerful influence.
- D. protecting Stalin’s government system.

	SL 1

72. The De-Stalinisation process started in \_\_\_\_.

- A. 1956
- B. 1958
- C. 1960
- D. 1965

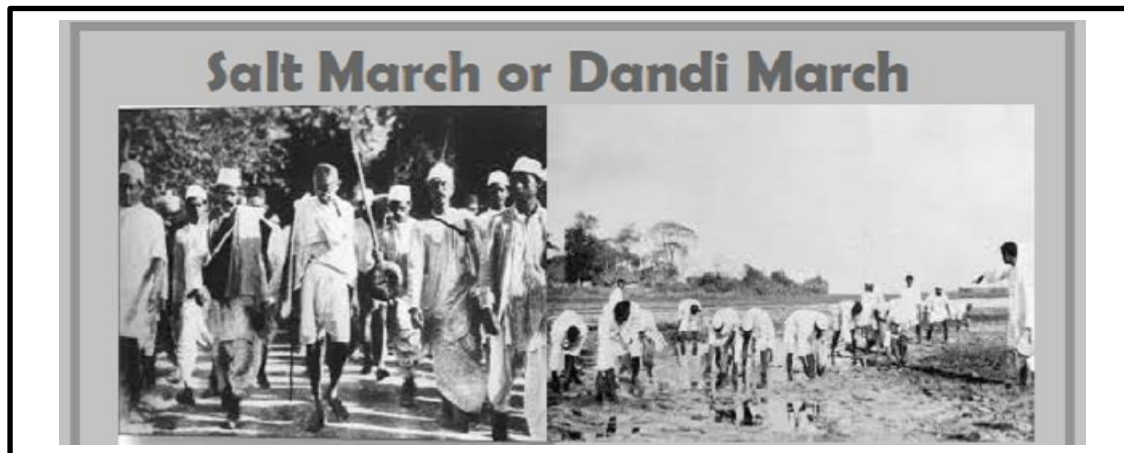
	SL 1





**PART B: PHOTOGRAPH INTERPRETATION**

Use the resource below and your knowledge to answer **Questions 76 to 79**.



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

For Question 76, choose and write the **LETTER** of the correct answer in the box provided.

76. The Salt March happened in \_\_\_\_\_.

- A. 1925
- B. 1928
- C. 1930
- D. 1935

SL 1

77. Describe the purpose of the Salt March.

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SL 2



**PART C: ESSAY**

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

**TOPIC: Evaluate Stalin's industrial policies and Five Year Plan in Russia. Use specific examples in your answer.**

## INDUSTRIAL POLICIES

- Impossibly high quotas, to increase the output of steel, coal, oil, and electricity.
- The government limited the production of consumer goods.
  - severe shortages of housing, food, clothing, and other necessary goods.
- The government chose the workers, assigned them jobs, and determined their working hours
  - Needed police permission to move

Source: : <https://slideplayer.com>



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

The [Five-Year Plan](#) had not been finalized by the time it was announced in April–May 1929, though it had been expected to come into operation six months earlier. In its initial form it prescribed goals for 50 industries and for agriculture and provided some relation between resources and possibilities, but over the period that followed it was treated mainly as a set of figures to be scaled upward. The industrial growth rate originally laid down was 18–20 percent (in fact, this had already been achieved, at least on paper). Later in the year Stalin insisted on nearly doubling this rate.

The plan was thereafter a permanent feature of Soviet life; the First Five-Year Plan was followed by a series of others. The plan may be considered in two main aspects. It was, or was the basis of, a set of real governmental and economic actions. And it was a concept—organizational, ideological, inspirational, and, it might almost be said, transcendental.

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





STUDENT EDUCATION NUMBER									

## SSLC HISTORY

**2023**

*(For Scorers only)*

STRANDS		Weighting	Scores	Check Scorer	AED Check
<b>CORE 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>	SYSTEM OF POWER AND AUTHORITY	30			
<b>TOTAL</b>		<b>100</b>			