TONGA NATIONAL FORM SEVEN CERTIFICATE
HISTORY
2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:
1. Write your Student Enrolment Number (SEN) on the top right hand corner of this booklet.
2. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
3. If you need more space 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.
4. Answer THREE questions only. You MUST answer Question 1(Compulsory) and TWO others from Questions 2-6. Tick the boxes of the questions you have chosen.

<table>
<thead>
<tr>
<th>Question</th>
<th>✓ Conflicts and Resolution: Palestine and Israel 1945-1967</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
<td>Migration and Exploration: Peopling of the Pacific Islands</td>
</tr>
<tr>
<td>Question 3</td>
<td>Leadership: Indigenous Political Systems in the Pacific and Leadership Model</td>
</tr>
<tr>
<td>Question 4</td>
<td>Religion and Beliefs: Christian Missions in the Pacific</td>
</tr>
<tr>
<td>Question 5</td>
<td>Government and Governance: England 1558-1667</td>
</tr>
<tr>
<td>Question 6</td>
<td>Colonialism, Imperialism and Capitalism: Colonial Rule and Native Administration in the Pacific 1870-1970s</td>
</tr>
</tbody>
</table>

Check that this booklet contains pages 1-47 in the correct order and that page 47 has been deliberately left blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.
QUESTION 1: Conflicts and Resolution: Palestine and Israel, 1945-1967

Answer ALL of the questions for all tasks shown.

TASK 1:

Using Resource A above, answer the following questions.

1. Identify ONE (1) reasons for the establishment of the UNSCOP.

____________________________________________________________________
____________________________________________________________________

2. Identify the main reason for Zionism.

____________________________________________________________________
____________________________________________________________________

3. Explain the reasons for the UNSCOP’s proposal to end British rule and partition of Palestine.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

In 1947, Palestine’s population of 1.85 million was approximately one-third Jewish and two-thirds Arab. The United Nations Special Committee on Palestine (UNSCOP) proposed the end of British rule and the partition of the country into Jewish and Arab states and an internationally controlled area around Jerusalem. The Zionists, desperate to enable Jewish immigration and with an eye to future territorial expansion, accepted the plan. The Arabs rejected it as they opposed any Jewish rule in Palestine.

On November 29, on the heels of the UN General Assembly’s vote in favor of partition, Jewish settlements and neighborhoods were attacked by Palestinian guerrillas.

Jews and Arabs Under the British Mandate
Resource B

The British government announced its decision to withdraw from Palestine on May 15, 1948.

By Illingworth, 'Punch', March 31, 1948

Use Resource B to answer the following questions.

4. Explain the role of the four men shown above, regarding Palestine’s state of health.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. Palestine’s ailment resulted in its partition and the birth of the State of Israel. State the date of the official proclamation of the State of Israel.
In 1956, Egypt closed the Straits of Tiran to Israeli shipping, and blockaded the Gulf of Aqaba, in contravention of the Constantinople Convention of 1888. Many argued that this was also a violation of the 1949 Armistice Agreements. On 26 July 1956, Egypt nationalized the Suez Canal Company, and closed the canal to Israeli shipping. Israel responded on 29 October 1956, by invading the Sinai Peninsula with British and French support.


Using **Resource C** above, answer the following questions.

6. Describe the events that followed after Egypt nationalized the Suez Canal Company.
Use Resource D to answer the following questions.

7. Identify the man holding the Arab Nationalist flag up to stop the boat from passing through the Suez Canal.

_______________________________________________________________________

8. Evaluate the significance of the Suez crisis to the Palestinians and Israeli relation.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level 1

<table>
<thead>
<tr>
<th>Skill level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>NR</td>
</tr>
</tbody>
</table>

Skill level 4

<table>
<thead>
<tr>
<th>Skill level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>NR</td>
</tr>
</tbody>
</table>
Task 3:

Resource E

Israeli Tanks in Golan Heights during the Six-Day War.


Use Resource E above to answer the questions that follow.

9. Explain the causes of the Six Day War between Israel and its neighbours.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

10. Identify ONE (1) of the Arab countries that fought Israel during the 6 days war.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Skill level 3

3

2

1

0

NR

Skill level 1

1

0

NR
In the late 19th century European and Middle Eastern Jewish communities began to increasingly immigrate to Palestine and purchase land from the local Ottoman landlords. The population of the late 19th century in Palestine reached 600,000 – mostly Muslim Arabs, but also significant minorities of Jews, Christians, Druze and some Samaritans and Baha’is. At that time, Jerusalem did not extend beyond the walled area and had a population of only a few tens of thousands. Collective farms, known as kibbutzim, were established, as was the first entirely Jewish city in modern times, Tel Aviv.

https://en.wikipedia.org/wiki/Arab–Israeli_conflict

The Arab defeat also had significant consequences. Firstly, it demonstrated the lack of united aims and cooperation between the so-called Arab League. The Arab governments ‘all pursued their own objectives’, with King Abdullah of Transjordan willing to accept a Jewish state in return for territorial gains. Therefore, the Arab states were divided, with Palestine playing a fairly passive role (Bell 2001, p. 174).

What Were the Causes and Consequences of the 1948 Arab-Israeli War? Selina Kaur Rai, Jan 15 2014,
<table>
<thead>
<tr>
<th>SKILL LEVEL</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 2: Migration and Exploration: Peopling of the Pacific Islands

Answer ALL of the questions for all tasks shown.

TASK 1:

Polynesian explorers

About 3,000 years ago Polynesian culture developed in West Polynesia. Skilled navigators in double-hulled canoes gradually discovered remote islands to the east, using their knowledge of the stars and the winds to return home safely. Groups would then set off to start new settlements. Migration through East Polynesia began after 1 AD. By 1000 AD they had reached South America, and returned.

*PEOPLING THE PACIFIC, PATRICK V. KIRCH, University of California, Berkeley*

Using **Resource A** above, answer the given question.

1. Discuss the means of transportation used by early Polynesians to the Pacific.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   **Skill level 3**
   
   3
   2
   1
   0
   NR
Task 2:

**Resource B**

The Lapita were the first people to penetrate Remote Oceania. Between 1200 and 1000 BC they spread rapidly from Melanesia to Fiji and West Polynesia, including Tonga and Samoa. Explorers and settlers travelled across an expanse of the western Pacific in only 5–10 generations. West Micronesia was settled by 1500 BC – about the time the Lapita communities were established in the Bismarck Archipelago. Migrants spread through island Melanesia and West Polynesia during 1200–1000 BC. Samoa, which is close to Fiji and Tonga, was also settled then.

*Pacific Migrations*

Using **Resource B** above, answer the given question.

2. Discuss the Lapita theory and how it supported the migration theories of people settling the Pacific islands, especially the western Pacific.

<table>
<thead>
<tr>
<th>Skill level</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
</table>
Task 3:

Using **Resource C** above, answer the following questions

3. The Solomon Islands belong to which group of migrants into the Pacific?

________________________________________________________________________

4. Explain by giving 3 reasons for the Polynesian’s settlement shown in Resource C.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**TASK 4: ESSAY WRITING**

Read the question carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

**Explain in your own words events related to the two migration theories of people into the Pacific.
Discuss the evidence that support the migration theories.**

**Sources**

Heyerdahl believed that people from South America could have settled Polynesia in pre-Columbian times. His aim in mounting the *Kon-Tiki* expedition was to show, by using only the materials and technologies available to those people at the time, that there were no technical reasons to prevent them from having done so. Although the expedition carried some modern equipment, such as a radio, watches, charts, sextant, and metal knives, Heyerdahl argued they were incidental to the purpose of proving that the raft itself could make the journey.

*Wikipedia, the free encyclopedia*

---

*Kon-Tiki, 1947*  

Lapita pottery, reconstructed two-dimensional anthropomorphic design, c. 1000 bc. Courtesy of R.C. Green
<table>
<thead>
<tr>
<th>SKILL LEVEL</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 3: Leadership: Indigenous Political Systems in the Pacific and Leadership Model

Answer ALL of the questions for all tasks shown.

TASK 1: Resource A

It allows for an end to human distinctions based upon religious orientation or racial heritage. A person’s ability (and willingness to apply it) is the cornerstone that defines his/her influence. And, to insure that the best attributes of an individual are brought forth, it requires that all citizens be given the same educational opportunities.

Posted by William Meader

Use Resource A to answer the questions that follow.

1. Identify the political philosophy that Resource A is describing.

2. Discuss the features of this political philosophy, described in Resource A as a basis of forming a government.
TASK 2:

Resource B

Use Resource C to answer the following question.

3. Explain the purposes (give three) for practising Plutocracy in the Pacific. Use a Pacific country that you have studied.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
</tr>
</tbody>
</table>
TASK 3:

Resource C

Aristocracy (Greek ἀριστοκρατία aristokratía, from ἄριστος aristos "excellent," and κράτος kratos "power") is a form of government that places power in the hands of a small, privileged ruling class. The term derives from the Greek aristokratía, meaning "rule of the best".

Use Resource C to answer the following question.

4. Discuss the effects of practising Aristocracy on the people and leadership.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level 3

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
</table>
**Aristocracy**

In an aristocracy, the upper class of citizens, however that might be defined in any one society, holds the power. Heredity, or rule by right of birth, plays a large role in continuing power. Aristocracy is closely related to both plutocracy and monarchy. In a typical system, such as that of medieval England, one family from a group of aristocratic families rises above the rest, either through military conquest or agreement between the families.

Tonga’s pro-democracy movement challenged not only the traditional political structures but also deeply embedded political and cultural values that sustained them: values seen as increasingly anachronistic and at odds with the requirements of good government. Traditionalism has been utilised by the conservative elites as a weapon to resist reform, capitalising on the strength of residual support amongst Tongans for the present system and loyalty for the royal family.

**Stephanie Lawson.** *Tradition Versus Democracy in the South Pacific: Fiji, Tonga and Western Samoa.*
Question 4: Religion and Beliefs: Christian Missions in the Pacific

Answer ALL of the questions for all tasks shown.

TASK 1: Resource A

Christianity was brought to the Pacific Islands by missionaries from Western Europe. From the 1660s Spanish Roman Catholic priests, from their base in the Philippines, began missionary work in several island groups of the North Pacific. In the South Pacific, missionary activity was dominated by evangelical Protestantism. The first permanent mission was commenced by British missionaries of the London Missionary Society (LMS), which sent its first agents to eastern Polynesia in 1797. During the nineteenth century, many other branches of Western Christianity established missions in the Pacific Islands. These included Anglicans, Methodists, Roman Catholics, Presbyterians, French Reformed, Lutherans, and Seventh-day Adventists.

Use Resource A to answer the following questions

1. Discuss TWO (2) reasons why mission stations were established in the Pacific.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Describe the **THREE** (3) impacts of Evangelical Protestantism on the Pacific societies.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Skill level 3

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TASK 2:

Resource B

As newly independent Pacific Island states assumed responsibility for village education and health services, the older churches began withdrawing from these areas, which in turn reduced their need to rely on overseas funding. They turned their attention toward rural development, social services, and the creation of a theology that was based upon indigenous religious concepts and ways of thought.

Mission in the western Pacific – Western Colonialism

Use Resource B above to answer the following questions.

3. Identify ONE (1) of the older churches, mentioned in the above text.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level 1

1
0
NR

4. Explain the THREE (3) of Christian missions in the Pacific

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Skill level 3

3
2
1
0
NR
Almost the whole of Oceania passed under the control of European powers and the United States between 1842 and the end of the century, with the exception of Tonga, which remained under British protection (from 1900) with a consul who was not to interfere in internal affairs. In the islands Britain reproduced the pattern of crown colony government, with a governor who represented the king, an executive council of senior officials, and, occasionally, a legislative council to advise the governor. Gov. Arthur Gordon set up a system of native administration that incorporated the chiefs; the island was divided into provinces and districts that, on the information available to Gordon, represented the old divisions of Fiji, and over each he tried to select the chief to take administrative office.

In Melanesia events transpired differently. In Fiji the missionaries who landed in 1835, accompanied by an envoy from George of Tonga, made no headway with the rising chief Cakobau, who was not converted until 1854, when his fortunes were at a low ebb and he needed Tongan support. Elsewhere in Melanesia, the absence of chiefs meant that missionary work had to be conducted with small groups of people and repeated every few miles. There was no wholesale conversion of the kind that had happened in Polynesia. The LMS failed to win over the New Hebrides (Vanuatu) in the 1840s, and the Anglican Melanesian mission in the Solomons made slow progress in the 1850s.

Contradictory Views on the Purpose of Missionaries in the Pacific

The connection between missions and colonial expansion has long been alleged and criticised, particularly by Marxist thinkers. Thus, missionary activity is defined as ‘one of the forms of religious political activity of church organisations, expressing itself in the conversion of people of other faiths, in the hands of the dominant exploiting classes, missionary effort is a mean of enslaving people’. Early Christian missionaries are described as ‘smotherers of local indigenous cultures’ and missionary activity since the sixteenth century is listed as one of the means of establishing and strengthening the colonial system. Protestant missions particularly served the interests of the bourgeoisie and in a period of imperialism, missionary activity is an inseparable part of imperialist politics….

(Gunson N, The Theology of Imperialism and the Missionary History of the Pacific, Australian National University, 1930, p.255)
Welcome back to bummer week everybody! Now, I'm not going to walk back my statement that this whole week is full of episodes with crazy dark subject matters.

“Our ‘Civilized’ Heathen. And yet Uncle Sam is always giving money to ‘save the Heathen.’” Samuel D. Ehrhart, *Puck*, September 8, 1897. Source: Library of Congress
<table>
<thead>
<tr>
<th>SKILL LEVEL</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 5: Government & Governance: England 1558 - 1667

Answer ALL of the questions for all tasks shown.

Task 1:

Resource A

The English Civil War (1642–1651) was a series of armed conflicts and political Machinations between Parliamentarians ("Roundheads") and Royalists ("Cavaliers") over, principally, the manner of England's government. The first (1642–1646) and second (1648–1649) wars pitted the supporters of King Charles I against the supporters of the Long Parliament.

The overall outcome of the war was threefold: the trial and execution of Charles I (1649); the exile of his son, Charles II (1651); and the replacement of English monarchy with, at first, the Commonwealth of England (1649–1653) and then the Protectorate under the personal rule of Oliver Cromwell (1653–1658) and subsequently his son Richard (1658–1659).

https://en.wikipedia.org/wiki/English_Civil_War

Use Resource A to answer the following questions.

1. According to Resource A, explain the causes for the 1st and 2nd civil war in England.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Use Resource A to answer the following questions.

<table>
<thead>
<tr>
<th>Skill level</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Explain the reasons (TWO) for the execution of King Charles I in 1649.

<table>
<thead>
<tr>
<th>Skill level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>NR</td>
</tr>
</tbody>
</table>
The **Interregnum** was the period between the execution of Charles I on 30 January 1649 and the arrival of his son Charles II in London on 29 May 1660 which marked the start of the Restoration. During the Interregnum England was under various forms of republican government.


3. Explain the history regarding the **Restoration**, mentioned in **Resource B** of the British monarchy.

<table>
<thead>
<tr>
<th>Skill level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>NR</td>
</tr>
</tbody>
</table>

"Regicide" has never been specific crime in English law, and has never been defined in law.

Historians have identified different groups of people as being suitable for the name, and some do not include the associates who also faced trial and punishment.

https://en.wikipedia.org/wiki/

Use Resource C to answer the following questions.

4. Define the term Regicide mentioned in Resource C.
Recent archival research has revealed that Charles I’s aristocratic opponents, particularly the group around the Earl of Warwick, were preparing to use military force as early as the summer of 1640. They did this by calling in the Scottish army and by suborning English militia regiments that had been mobilised to meet the Scottish challenge. Warwick’s group had a military strategy in case the king refused to call a parliament: four Yorkshire militia regiments were to join the Scots and march on London.

To challenge the authority of the king, parliament had to have a substantial number of great nobles on its side. In the words of John Adamson, it was a “noble revolt”. The older nobility, who had served in government and at court, tended to fight against the king (their long-establishment gave them a greater confidence in challenging the crown). The classic royalist noble tended to hail from a family that had not been involved in government or court, or a nouveau riche who had got their title since 1600.

**Task 3: ESSAY WRITING**

Read the question below carefully and write an essay of about 250-300 words on it. Your essay should reflect and include relational and extended abstract skills. Use the resources attached to help you in tackling this task.

Explain how Parliament’s control of London became the decisive factor in the defeat of the King in the First Civil War.

Account for the role of the Restoration settlement in settling the country in the years 1660–67?
Parliament had to create the New Model Army because its own army had been destroyed. They were scraping around. People who were manifestly unfit for military service were called up, and it was Fairfax who was trusted with turning this job lot of ruffians into a proper military force. One of the crucial decisions he took was to promote to officer rank on merit, rather than on social rank. Fairfax had to fight a real political battle in the Commons and the Lords to push this through, but he succeeded, creating an army that was pretty much a meritocracy.

Answer ALL of the questions for all tasks shown.

TASK 1:

Resource A

**MOTIVES FOR IMPERIALISM**

4. Missionary Impulse
   - Missionaries and many Christian leaders in Europe believed they would do good by spreading their Christian teachings throughout the globe.
   - One of the most famous of these missionaries was **David Livingstone**, a minister from Scotland who went to Africa to preach the Gospel and helped to end the slave trade there.

Use **Resource A** to answer the following question.

1. Using your own words define the term Imperialism.

<table>
<thead>
<tr>
<th>Skill level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>NR</td>
</tr>
</tbody>
</table>
TASK 2

Use **Resource B** to answer the following question.

2. Discuss how Uncle Sam administered his new possessions in the Pacific.
Australia’s post World War Two policy in Nauru was driven by its interest in the island’s extensive phosphate deposits. After retaking Nauru from Japan in 1945, Australia worked hard to maintain the monopoly control of the phosphate industry it shared with New Zealand and Britain under the terms of the Nauru Island Agreement of 1919. It reluctantly conceded phosphate monopoly in 1967, and control of Nauru in 1968, primarily because of pressure from people of Nauru, supported by the United Nations.


Use **Resource C** to answer the following question.

3. Discuss the roles that the United Nations had in contributing to Nauru’s push for decolonization.

<table>
<thead>
<tr>
<th>Skill level</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A series of compromises led to the establishment of a cabinet system of government in 1967, with Ratu Kamisese Mara as the first Chief Minister. Ongoing negotiations between Mara and Sidiq Koya, who had taken over the leadership of the mainly Indo-Fijian National Federation Party on Patel's death in 1969, led to a second constitutional conference in London, in April 1970, at which Fiji's Legislative Council agreed on a compromise electoral formula and a timetable for independence as a fully sovereign and independent nation with the Commonwealth.

*Wikipedia, the free encyclopedia*

Use **Resource D** to answer the following question.

4. Explain Ratu Kamisese Mara’s contribution to the move for decolonization not only in Fiji but also in the Pacific.

<table>
<thead>
<tr>
<th>Skill level</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the early 1960's British subject Jimmy Stevens and local Big Man Tari Paul Buluk formed the Nagriamel movement in Santo to protest the encroachment of the Societe Francaise des Nouvelles Hebrides on the dark bush (alienated, but unused land).

Although initially protesting a specific example of land alienation, Nagriamel quickly grew into a movement spanning the northern islands of Espiritu Santo, Ambae, Pentecost, Maewo, Malekula, Malo Paama and Ambrym.

In 1968, Europeans constituted only 3% of the population, yet they held title to 36% of all land in the islands, and 50% of all exploited land. A group advocating the return of the dark bush therefore had considerable common ground with grassroot New Hebrideans.

Nagriamel benefited from broad disenchantment with the Condominium. Islanders looking for an alternative to the two headed administration were drawn to the unity provided by the new movement. As one New Hebridean stated, there is a common belief amongst islanders that they couldn’t serve two masters, therefore prefer Nagriamel.

Pacific Islanders experienced the war in different ways. Some fought in the Allied armies with five battalions of Papuan and New Guinean soldiers…. The same was true of the Fijian battalions including a Tongan platoon in the Solomons. In most of Micronesia, the Solomons and the north coast of New Guinea extensive tracts were over-run by the war with consequent destruction of jungle, gardens and villages. In much of Micronesia heavy bombardment completely devastated all structures and trees. In New Guinea, parts of the Solomons, and Ocean Island, Nauru and northern Gilberts, islanders lived under Japanese occupation for up to 3 years found them becoming hard pressed and their treatment of indigenous people was brutal and unjust.................


The reason why France wants to stay in the Pacific is economic. This applies mainly to nickel in New Caledonia. France has one of the world’s largest steel industries, and nickel is an ingredient in the making of hardened steel – especially for armaments. France wants the nickel supply as it makes big money out of it. And that makes her reluctant to let go of any of her territories, because independence is contagious and if you let go of one, the lot are likely to want to go and that includes New Caledonia.

_Source: Crocombe, R., France in the Pacific and afterwards, p60_
Thirty islanders haul a 75mm mountain gun up Ulupu Ridge. Papua New Guinea, July 1945.
