TONGA FORM SIX CERTIFICATE
2018
HISTORY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:
1. Write your Student Enrolment Number (SEN) on the top right-hand corner of this page.
2. Answer ONLY THREE (3) questions.
   Answer _QUESTION 1_ and _TWO OTHER QUESTIONS_ from questions TWO – SIX.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>TOPICS</th>
<th>TOTAL SKILL LEVEL</th>
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<tbody>
<tr>
<td>ONE</td>
<td>COOPERATION AND CONFLICTS: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990S.</td>
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<th>OPTIONAL</th>
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<td>[ ] TWO</td>
<td>MIGRATION AND EXPLORATION: NAVIGATING AND MAPPING OF THE PACIFIC</td>
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<td>[ ] THREE</td>
<td>LEADERSHIP: KING TAUFA'AHAU TUPOU IV, 1918-2006</td>
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<td>[ ] FOUR</td>
<td>RELIGION AND BELIEFS: THE CHRISTIAN MISSIONS IN TONGA.</td>
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<td>[ ] FIVE</td>
<td>GOVERNMENT AND GOVERNANCE: MODERN GOVERNMENT IN THE USA.</td>
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<tr>
<td>[ ] SIX</td>
<td>COLONIALISM, IMPERIALISM AND CAPITALISM: THE MAJOR COLONIAL POWERS IN THE PACIFIC 1870-1970S</td>
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</table>

TOTAL 70

2. Use a BLUE or BLACK ball point pen only for writing. Use a pencil for drawing if required.
3. If you need more spaces for answers, ask the supervisor for extra paper. Write your Student Enrolment Number (SEN) on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
4. Check that this booklet contains pages 2-51 in the correct order and that pages 49-51 has been deliberately left blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.
COMPULSORY: YOU MUST ANSWER QUESTION 1

QUESTION ONE: CO-OPERATION AND CONFLICTS:
THE SEARCH FOR SECURITY IN THE NUCLEAR AGE 1945-1990s

PART A: CARTOON INTERPRETATION

Use Resource A below and your own knowledge to answer the questions that follow.

Resource A

Source: www.alamy.com

1. Identify the man that is depicted in the cartoon.

2. Identify the new American Foreign Policy written on the log.
3. Explain the purpose of the economic aid donated to Greece and Turkey.
PART B: RESOURCE INTERPRETATION

Use **Resource B** below and your own knowledge to answer the questions that follow.

**Resource B**

![NATO Map and Information](www.google.com)

*Source: [www.google.com](http://www.google.com)*

1. State what the NATO stands for.

   [Space for answer]

2. Identify the purpose for the establishment of the NATO.

   [Space for answer]

3. Explain how the establishment of the NATO is related to the shaping of the post-war world.

   [Space for answer]
PART C: RESOURCE INTERPRETATION

Use Resource C below and your own knowledge to answer the questions that follow.

Resource C

Other Cold War Incidents
May, 1960 – the U2 incident

US spy plane shot down over USSR; used as evidence of American spying
Pilot on trial; ruins first American-Soviet summit in Vienna in June

Source: [www.google.com](http://www.google.com)

1. Describe the U2 incident.

_________________________________________________________________________
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2. Explain the purpose/objective for the establishment of superpower spying organizations.

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PART D: SHORT ESSAY

Use the resource materials below and your own knowledge to write an essay of 300-450 words on the following.

In your answer you will be assessed on how well you:

- Demonstrate historical knowledge and understanding relevant to the question
- Communicate ideas and information using historical terms and concepts appropriately
- Present a sustained, logical and cohesive response

Writing a History Essay

Your essay will be assessed using this Assessment Schedule.

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<td>4</td>
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ESSAY TOPIC:

- **Describe** the events leading/related to the causes of the Cuban Missile Crisis.
- **Evaluate** how the Cuban crisis came close to a world nuclear war and its effects on international relations.
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OPTIONAL: YOU MUST ANSWER ONLY TWO QUESTIONS from QUESTION TWO – SIX.

Tick ✓ the TWO (2) options of the Questions you are answering

☐ QUESTION TWO: MIGRATION AND EXPLORATION: Navigating and Mapping of the Pacific

PART A: TEXT COMPREHENSION

Use Resource A below and your own knowledge to answer the questions that follow.

**Resource A**

**European Exploration of the Pacific, 1600–1800**

Much of the European exploration of the Pacific was inspired by two obsessions, the search for the fastest routes to the spice-rich islands of the Moluccas (modern-day Maluku in Indonesia) as well as the theory that somewhere in the South Pacific lay a vast undiscovered southern continent, possibly also rich in gold, spices, and other trade goods.

*Source: [www.metmuseum.org](http://www.metmuseum.org)*

1. According to **Resource A**, describe the perspectives of the Europeans about the Pacific.

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1. **Skill level**: 2

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2. Discuss an event related to the European’s view of the Pacific region.
PART B: MAP INTERPRETATION

Use Resource B below and your own knowledge to answer the questions that follow.

1. State the explorer that is shown in Resource B.

2. Identify the country from which this explorer is from.

3. Identify the name given by this explorer to the largest body of water in the world.
4. State **ONE** (1) historical source of information that informs us about the European views of the ocean and islands in the Pacific.

______________________________________________________________________
______________________________________________________________________

5. State the purpose of the historical source of information that you mentioned in Question 4.

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PART C: SHORT ESSAY

Use the resource materials below and your own knowledge to write an essay of 300-450 words on the following.

In your answer you will be assessed on how well you:

- Demonstrate historical knowledge and understanding relevant to the question
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ESSAY TOPIC:

Choose any **ONE** (1) of the European explorers and;

- **Describe** his aims/reasons for his exploration.
- **Evaluate** the results of your chosen explorer’s exploration.

Malte-Brun proposed the name “Oceanic” for the whole of de Brosses's Australasia + Polynesia

Map by Adrian Hubert Brue, 1786-1832
### Assessor’s use only

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QUESTION THREE: LEADERSHIP: King Taufa’ahau Tupou IV, 1918-2006

PART A: RESOURCE INTERPRETATION

Use Resource A1 and Resource A2 below and your own knowledge to answer the questions that follow.

Resource A1

Resource A1 is a diagram showing the descent lines of Tongan chiefs from ‘Aho’eitu. It includes the lines Tu’i Tonga, Tu’i Ha’a Takalaua, and Tu’i Kanokupolu. The diagram provides a visual representation of the royal lineage, including the names of various chiefs and their descendants.

Source: Journal of the Polynesian Society

1. Describe the links between Tupou IV and the ancient 3 lines of kings of Tonga.

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Skill level 2

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</table>
1. Name the prestigious school that **Resource A2** is talking about.

______________________________________________________________________

2. State the official responsibility that His Majesty held when he established this school.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. Identify any significant work done by any one of the pioneers.

**Name of the Pioneer:** ________________

**Significant work done** ____________________________________________
PART B: TEXT COMPREHENSION

Use Resource B and your own knowledge to answer the questions that follow.

Resource B

“... Tongan government gradually diversified its international relation. Diplomatic relations were established with Japan in 1970, and the King undertook many international missions himself usually in order to seek foreign assistance or investment.... In 1972 Tonga joined the Asian Development Bank and in 1975 signed the Lome Convention whereby Tonga became an associate member of the European Economic Community now known as EU. These two steps were of great importance: through the Asian Development Bank Tonga had access to advice of economic and social development and to loan at a very low interest rate...”

Source: Campbell, I.C, Island Kingdom, p.212

1. Identify the international organization that Tonga had relations with according to Resource B.

______________________________________________________________________
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2. State ONE (1) reason why His Majesty undertook international missions.

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3. Discuss the benefits Tonga gained from these international and regional organization.

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PART C: SHORT ESSAY

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ESSAY TOPIC:

- **Describe ONE** major achievement of Tupou IV in Tonga as a leader in terms of
  
a. Social development  
b. Economic Development
- **Evaluate** the effects of the development to Tonga as a whole.

---

**Effects**

- Widen international relations with the world
- Promoted the coming of cruise ships and other deep sea freighters which contributed much revenue to government and the local people
- Distribute information and news around Tonga
- Allow the people of Tonga to connect with families overseas
### Assessor’s use only

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QUESTION FOUR: RELIGION AND BELIEFS: The Christian Missions in Tonga

PART A: TEXT COMPREHENSION

Use Resource A below and your own knowledge to answer the questions that follow.

Resource A

“..Duff reached Tongatapu on 10th April, 1797. They were promised land and protection by Mumui and Tuku‘aho. It was soon evident that the Tongans wanted the missionaries numerous tools and other articles of iron, not the Gospel and that the system of sending artisan-missionaries was most unfortunate... Months passed away, and with their language difficulties almost as formidable as at the outset they were unable to hold worship with the natives..”

Source: Wood, A.H, History and Geography of Tonga, p.27

1. According to Resource A, name the first group of missionaries that came to Tonga in 1797.
   ________________________________________________________________________
   ________________________________________________________________________

2. Identify what attracted the people to join the missionaries according to Resource A?
   ________________________________________________________________________
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3. Discuss the challenges faced by the early Christian missions in Tonga.
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**PART B: TEXT COMPREHENSION**

Use **Resource B** and your own knowledge to answer the questions that follow.

**Resource B**

“……. During the 1840s, the market for oils of all kinds in Europe and America expanded, and this created an opportunity for coconut oil exports to be developed in the Pacific Islands. The missions were amongst the first to seize the opportunity, because hitherto there was little scope for local donations towards their expenses. The Wesleyan missions therefore asked the people to support it by donating coconut oil that it could sell….. Coconut oil opened an opportunity for the whole population not just the missions….”


1. Identify the economic opportunity that was seized by the missionaries which later helped the people of Tonga.

   __________________________________________________________

2. State how the people contributed to the Wesleyan missions.

   __________________________________________________________

3. Name the **TWO** (2) regions that needed coconut oil

   __________________________________________________________  
   __________________________________________________________

4. Describe the nature of Christian missions in Tonga according to **Resource B.**

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PART C: SHORT ESSAY

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ESSAY TOPIC:

- **Describe** the key features of the ancient Tongan society in terms of:
  a. Roles
  b. Hierarchical System
- **Evaluate** the relationship between the above features of the ancient Tongan society with traditional religious beliefs and practices.

“..so it was that natural disaster, disease, death and famine were attributed to the anger of the gods or the displeasure of the spirits of dead relatives..

Sacred houses were built in sacred places, mostly the burial places of the chiefly ancestors, where offerings and prayers were made to the gods through the medium of the priests..”

*Source: Latukefu, S, Church and State, p.8*
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PART A: RESOURCE INTERPRETATION

Use Resource A below and your own knowledge to answer the questions that follow.

Resource A

1. Name the type of government in the USA.

2. Describe the type of government named.

3. Identify whether Resource A is a primary or secondary source.
PART B: RESOURCE INTERPRETATION

Use Resource B below and your own knowledge to answer the questions that follow.

Resource B

SUPREMACY OF CONSTITUTION

The USA Constitution has supremacy over all the law’s parties, people or groups of the state. No institution of government is authorized to make a law or chalk out a policy that is against constitution.

Source: www.slideshare.com

1. Name a significant primary source of information for good governance mentioned in Resource B.
   ____________________________________________________________
   ____________________________________________________________

2. Identify the purpose of the primary source mentioned.
   ____________________________________________________________
   ____________________________________________________________

3. Identify ONE (1) feature of a democratic government that is mentioned in the document in Resource B.
   ____________________________________________________________
   ____________________________________________________________
4. Explain how the Resource B relates to the function of the US government.
PART C: SHORT ESSAY

Use the resource materials below and your own knowledge to write an essay of 300-450 words on the following.

In your answer you will be assessed on how well you:

- Demonstrate historical knowledge and understanding relevant to the question
- Communicate ideas and information using historical terms and concepts appropriately
- Present a sustained, logical and cohesive response

Writing a History Essay

Your essay will be assessed using this Assessment Schedule.

<table>
<thead>
<tr>
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<td>Evaluate historical knowledge and develop understanding of given task/ Analyze and interpret resources showing cohesion in the development of historical ideas and information.</td>
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ESSAY TOPIC:

- **Describe** the history of good governance in the USA.
- **Evaluate** how good governance is being promoted within the US government

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**Improved Governance**

Strengthened institutions will enable governments to more effectively address the social, economic, political, and security problems they face. The United States will focus on helping Northern Triangle countries improve revenue collection and public sector fiscal management, increase the role and impact of civil society on governance, strengthen the efficiency, accountability, and independence of judicial institutions, reinforce democratic institutions, and target corruption. The following are examples of U.S. cooperation with Guatemala, El Salvador, and Honduras to improve governance capacity:

- A variety of U.S. agencies, including the Department of Agriculture, Treasury Department, the Department of Homeland Security, the Department of State and the Department of Justice, and the Inter-American Foundation, help national and local governments improve management of the judiciary, rule of law, and public funds and to increase local resilience to issues that can contribute to migration, especially stresses on rural agriculture.

*Source: [https://hn.usembassy.gov](https://hn.usembassy.gov)*
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PART A: CARTOON AND RESOURCE INTERPRETATION

Choose a Case study you have studied in class and use Resource A1 and Resource A2 below and your own knowledge to answer the questions that follow.

Resource A1

Resource A2

Source: www.google.com

1. Define ‘Imperialism’.

2. Describe the form of rule of your chosen case study.
3. Identify key figures related to the influences of your chosen case study.

______________________________________________________________________
______________________________________________________________________

4. State to whom does the quote “The strong get stronger”, refer to.

______________________________________________________________________
______________________________________________________________________
PART B: RESOURCE INTERPRETATION

Use Resource B below and your own knowledge to answer the questions that follow.

Resource B

1. Discuss ONE (1) advantage of the coming of your chosen Imperial Power on its colony.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________
______________________________________________________________________

Skill level 3
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NR
2. State the year in which your chosen case-study was annexed.

______________________________________________________________________

3. State the year in which your chosen case study got its independence.

______________________________________________________________________
PART C: SHORT ESSAY

Use the resource materials below and your own knowledge to write an essay of 300-450 words on the following.

**In your answer you will be assessed on how well you:**
- Demonstrate historical knowledge and understanding relevant to the question
- Communicate ideas and information using historical terms and concepts appropriately
- Present a sustained, logical and cohesive response

**Writing a History Essay**

Your essay will be assessed using this Assessment Schedule.

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ESSAY TOPIC:

Use a case-study you have studied in class to

- Describe the influences of your chosen Imperial Power on the colony’s
  a. Society
  b. Economy
  c. Politics
- Evaluate the reaction of the colony’s to the changes brought in by the imperial Power.

"A Kanak Without Land Does Not Exist"

When New Caledonia was annexed by France in 1853, the development of the colony became tied to settler colonialism, mineral exploitation, ranching, and the establishment of a penal colony, all necessitating the expropriation of large tracts of native land. Throughout New Caledonia's history, land has been at the heart of the conflict between settlers and the indigenous Kanaks.

The first settlers arrived in Nouméa in 1855; they occupied a small area in one of the peninsulas where there was no water and no Kanaks. By the middle of the next year a few settlers, looking for better lands, ventured beyond the peninsula and encountered violent opposition from the Kanaks of that area (see Saussol 1990:38). The massacre of a few settlers led to a series of reprisals aimed at pacifying the area: villages were burned, crops were destroyed, and lands were confiscated and redistributed to colonists.

Source: www.culturalsurvival.org
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