TONGA NATIONAL FORM SEVEN 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.

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<td>THREE</td>
<td>LEADERSHIP</td>
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<td>FOUR</td>
<td>RELIGION AND BELIEFS</td>
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<td>GOVERNMENT AND GOVERNANCE</td>
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<td>COLONIALISM, IMPERIALISM AND CAPITALISM</td>
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3. Use a BLUE or BLACK ball point pen only for writing. Use a pencil for drawing if required.
4. 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.
5. Check that this booklet contains pages 2-47 in the correct order and that none of the pages is blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.
QUESTION ONE: CONFLICTS AND RESOLUTION: PALESTINE AND ISRAEL, 1945-1967

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A

A day after the declaration of the state of Israel, Arab troops from the neighboring countries invaded the area. At first they made some advances and conquered parts of the territory allotted to the Jews. Initially they had better weaponry and more troops, but that changed after the first cease-fire, which was used by the Zionists to organize and train their newly established army, the Israeli Defense Forces. Due to better organization, intelligence and motivation, the Jews ultimately won their War of Independence.

The Israeli-Palestinian conflict or the Middle East conflict.

Use Resource A and your own knowledge to answer the following questions.

1. Describe the roles of Zionists in the Jewish War of Independence.

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2. State the date for the official proclamation of the State of Israel.

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3. Identify ONE (1) of the Arab neighboring countries that invaded the State of Israel, as stated in Resource A.

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4. Using **Resource A** and your own knowledge, describe a negative outcome of the War of Independence for an Arab state.

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Task 2:

Resource B

June 1967

WHAT A VICTORY! WE HAVE ALL OF JERUSALEM!


FUTURE GENERATIONS WILL REMEMBER THIS MOMENT AS THE JUNCTURE AT WHICH ALL OF ISRAEL'S PROBLEMS ENDED!

glove@greenberg-art.com

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

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

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6. Identify ONE (1) of the main Arab countries involved in the Six Day War of 1967.

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Task 3:

Resource C

August 1956  Der Mann am Hahnen

Use Resource C and your own knowledge to answer the following questions.

7. Identify ONE (1) of the countries greatly affected by the action of the man controlling the pipe as shown in Resource C.

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8. Explain how the Suez Crisis came about.

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Task 3:

Resource D
*The Middle East: The Origins of Arab-Israeli Wars*

The three countries had their own reasons for wanting to go to war with Egypt. But although their war aims were not identical, they were all united by the determination to knock Nasser off his perch. The French took the lead in mediating between Israel and Britain and in organising the secret meeting on 22 October 1956 at which the infamous collusion took place. At this meeting a plan of action was agreed and embodied in what became known as the Protocol of Sevres. The tripartite attack on Egypt a week later proceeded broadly in line with this plan. Collusion led directly to the collision at Suez.


9. Name the country that Nasser, in **Resource D** represented.

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10. From **Resource D**, name **ONE** (1) country that was a member of the tripartite attack on Egypt.

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Task 5: Essay Writing

Read the question carefully and write an essay of about 300-500 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 the reasons for the origin of Arab nationalism in 1948 onwards and evaluate the effects of this on Palestinian and Israeli relations. Identify the role that the United Nations played in all of this.

Sources:

Arab nationalists believe that the Arab nation had existed as a historical entity prior to the rise of nationalism in the 19th–20th century. The Arab nation was formed through the gradual establishment of Arabic as the language of communication and with the advent of Islam as a religion and culture in the region. Both Arabic and Islam served as the pillars of the nation.

From Wikipedia, the free encyclopedia

Across the Middle East and North-Africa the movement alienated Jews and other non-Arab minorities living in the region such as Christians, Berbers and Kurds who suddenly became foreigners in their own homelands because their identity did not conform with the majority population who identified racially as Arab or religiously as Muslims.


What Were the Causes and Consequences of the 1948 Arab-Israeli War? Arab nationalism was born out of the shared language, religion (Islam) and history of the Middle East region and therefore Arab nationalists ‘aspired to political co-operation’ through the Arab League (Bell 2001, p. 176). Modern Arab nationalism arose at the end of the eighteenth century, partly as opposition to European colonialism, which they believed was ‘superfluous in its attainment’ (Schulze 1999, pp. 2-3). The Arabs often perceived western rulers to be pro-Israel. To Arab nationalist radicals, Israel was not just an enemy because of the ‘injustice against their brethren in Palestine’, but also because of its ‘close association with what it perceived as Western imperialist aspirations towards the region’, particularly in regard to oil reserves (Hinchcliffe et al. 2001, p. 13). As a result of this, when the United Nations General Assembly passed a resolution calling for the establishment of a Jewish state, this confirmed their criticisms and suspicions of the West.

Selina Kaur Rai, Jan 15, 2014
The Rise of Arab Nationalism

At the end of WWI, the decision by the Allied Powers to keep the Middle East region under their control was considered unjust by most Arabs. They had expected full independence after the fall of the Ottoman empire.
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QUESTION TWO: MIGRATION AND EXPLORATION

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A
Peopling the Pacific

Land mass in the Pacific - an ocean the size of the Western Hemisphere - is notably small with water dominating land by a ratio of 2:1,000. With navigational skills, this forbidding barrier of water became a thoroughfare instead, leading to new and different lands. By the end of their explorations, Polynesians had the most geographically dispersed culture on the planet with populations on every habitable island in the Pacific.

www.hawaiihistory.org/index

1. Using Resource A and your own knowledge, describe possible reasons for the migration of the early Polynesians to the Pacific.

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2. Define the name Polynesian.

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3. Identify the migration theory that supports the settling of the Polynesian islands as shown in Resource B.

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4. Use Resource B and your own knowledge to explain why the Polynesians were more widespread in their movements in the Pacific.

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1. Using **Resource C** and your own knowledge, explain the significance of the Lapita in relation to the early migrants to the Pacific.
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.

Compare the features of the different waves of migration into the Pacific and the evidences that support them.

Explain the significance of these waves of migration in terms of their effects on cultures, people, environment and political set up.

Sources:

Carbon dating and other techniques are leading archaeologists to a new view of the settlement of eastern Polynesia – supported by Polynesian cultural tradition – which suggests a comparatively recent settlement of eastern Polynesia and the existence of a vibrant voyaging and trading culture.

1 Voyagers left the region of New Guinea, Solomon Islands, Vanuatu and New Caledonia about 3,000 years ago, in 1000 to 800 B.C.
2 They arrived in the Fiji-Tonga-Samos region, where they spent as much as 1,500 years before sailing out of Samoa, perhaps no earlier than 500 A.D.
3 While orthodox theory suggests a central east Polynesia jumping-off area in the Marquesas-Society Islands area, new archaeological work suggests the voyagers kept moving and quickly established a regional homeland – a multi-archipelago Polynesian homeland connected by active canoe voyaging, a single language and culture. Hawai‘i was among the early settlements in 800 to 1000 A.D., perhaps established about the same time voyagers found the Marquesas, Tahiti and other islands. Outliers like Aotearoa (New Zealand) and Rapa Nui (Easter Island) may have been settled as late as 1200 A.D.
Migration by sea in the south Pacific: 2000 BC - AD 800

Probably at first more by accident than design, the islands of the south Pacific are reached by people sailing or drifting from southeast Asia. The first to be settled are those immediately to the east of New Guinea and Australia - the region given in modern times the name of Melanesia, because of the dark skins of the inhabitants (from the Greek melas black and nesos island). The pottery of the early settlers links them with the people of the Moluccas (Gascoigne, Bamber. History World. From 2001, ongoing.)

http://www.historyworld.net
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QUESTION 3: LEADERSHIP

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A

1. Use Resource A, to define the term Meritocracy in your own words.

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2. Discuss the advantages and disadvantages of meritocracy as a basis of governance.

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Task 2:

**Resource B**

As conceived by the Greek philosophers Plato (c. 428/427–348/347 BCE) and Aristotle (384–322 BCE), aristocracy means the rule of the few best—the morally and intellectually superior—governing in the interest of the entire population. Such a form of government differs from the rule of one (by a monarchy or by a tyrant), of the ambitious, self-interested, or greedy few (oligarchy or timocracy), or of the many (democracy or mobocracy).

The term aristocracy often is used to mean the ruling upper layer of a stratified group. Thus, the upper ranks of the government form the political aristocracy of the state; the stratum of the highest religious dignitaries constitutes the aristocracy of the church; and the richest captains of industry and finance constitute an aristocracy of economic wealth.

*The Editors of Encyclopedia Britannica*

3. From **Resource B** and your own knowledge, discuss the purposes for practising the Aristocracy model as a political system.

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Task 3:

4. Use Resource C and your own knowledge to define the term PLUTOCRACY.

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5. Describe the origin of Plutocracy as a basis of a government.

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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 the origin or historical backgrounds of BOTH the Aristocratic and Democratic leadership models.**

Use ONE (1) of these leadership models to discuss the effects of such a system on the people and the leadership. Give examples from one Pacific island system that you have used as a case study to illustrate your points.

Sources:

- Citizens’ Plutocracy

What Are the Different Types of Governments?

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.

*By Remy Melina | February 14, 2011*
Meritocracy: The Progeny of Democracy

Plato was convinced that society should be structured so that enlightened leadership will naturally emerge by drawing out the best qualities evident in everyone’s nature. For Plato, the merits that constitute enlightenment are not much different that what has been already discussed in this writing. He believed that wisdom, and an inclusive point of view, were essential. He felt that inclusive reason (a prerogative of the soul) must rise above one’s passions. In addition, virtue and impeccable character were qualities seen as indispensable. Interestingly, he also felt that those at the highest levels of governance should be without wealth or private property.

Posted by William Meader on July 14, 2016
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QUESTION FOUR: RELIGION AND BELIEFS

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A

MISSIONS, IN THE PACIFIC (Western Colonialism)

Between the 1840s and the 1890s almost every island group in the Pacific was brought within one of the Western colonial empires: Britain, France, Germany, and the United States. Missionaries did not oppose imperial expansion in principle. Despite tensions, they usually cooperated with colonial governments, especially those of their own nation, and colonial administrators often encouraged their subject peoples to accept Christianity. Missions were almost entirely responsible for the provision of primary education and medical services in island villages. Missionary paternalism fitted well with the authoritarian rule and limited expectations of colonial governments, but sometimes missionaries were critical of government policies that they regarded as unjust or harmful to the islanders.

1. Referring to Resource A and your own knowledge, identify ONE (1) Christian mission that came to the Pacific.

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2. Using Resource A and your own knowledge, discuss the impacts of the various Christian missions that were established on Pacific society.

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3. Study the cartoon Resource B. Use this and your own knowledge to state **TWO** (2) reasons why Christian missions were established in the Pacific.

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4. Identify **ONE** (1) area in the Pacific where the Protestant mission succeeded.

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Task 3:

**Resource C**

**Excerpt from the Church and State in Tonga:**
The missionaries brought with them the ideals and values of their parent society and sought to transplant these in Tonga. Seeing a resemblance to the monarchy in the Hau or Tuʻi Kanokupolu dynasty they threw themselves behind it and became the close advisers of Taufaʻahau – King George – who had accepted Christianity in 1829. With the help and support of the missionaries and their Christian followers, he succeeded in the next two decades in uniting the whole of Tonga under a monarchical system and established the rule of law.

_Sione Latukefu, 1967_

5. Using **Resource C** and your own knowledge, explain the influence of the missionaries in Tonga.

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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 the different viewpoints of the nature of Christian missions in the Pacific.
Use ONE (1) Pacific island nature to evaluate the overall influence of the missionaries on their way of life.

Sources:

The Methodists began arriving in Tonga in 1822 and Fiji in 1835. Roman Catholic missionaries began working in New Caledonia in the 1840s, and, at about the same time, the Church of England began to penetrate into Oceania from New Zealand. Meanwhile, Polynesian societies were facing varying degrees of lawlessness and disorder at the hands of European beachcombers and traders. British missionaries responded to the situation by creating missionary kingdoms, whereas the French established direct political control.

Excerpt - The Impact of Missionaries to Fiji and the Pacific in the early 1800s

Cannibalism practiced in Fiji quickly disappeared as missionaries gained influence when Ratu Seru Cakobau accepted Christianity in 1854, the rest of the country soon followed and tribal warfare came to an end (Fiji High Commission to the United Kingdom, 2013). A new light came (Christianity), darkness in the form of ancestral worship, cannibalism and their related cultures abandoned and discarded by the people (Methodist Church in Fiji, 2012). The missionaries also introduced western medicine to cure disease (Ridgell, 2006) and better prepared the natives for dealing with the outside world by providing experiences that the natives could learn from. The missionaries who came to Fiji in the early contact period were very influential in moulding the future of the country.

Mary Blakelock
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.
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QUESTION 5: GOVERNMENT & GOVERNANCE

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A
England in 1558, Society and Government

The monarch was seen to have a right to rule by the Grace of God. That is, they had been chosen by god to rule. This commonly held view made the monarch the pivotal role in Government. It was they who made all of the main decisions. Elizabeth inherited a system of government designed to assist monarchs fulfil their duties. A small group of advisors, called the Privy Council, worked closely with the monarch. They were chosen by the monarch and had influence. However, as they were people of the monarchs choosing, along with the belief in the right of the monarch to rule, this sometimes led to the council not questioning a monarch’s judgement: it could be very unwise to do so!

Use Resource A and your own knowledge to answer the following questions.

1. Describe what power was like in the government in 1558.

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2. Identify the type of government in England from 1558-1667

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Task 2:

**Resource B**

Charles 1 of England

Re-imprisoned on the Isle of Wight, Charles forged an alliance with Scotland, but by the end of 1648 Oliver Cromwell’s New Model Army had consolidated its control over England. Charles was tried, convicted, and executed for high treason in January 1649. The monarchy was abolished and a republic called the Commonwealth of England was declared.

The "interregnum" in England, Scotland, and Ireland started with the execution of Charles I in January 1649 (September 1651 in Scotland) and ended in May 1660 when his son Charles II was restored to the thrones of the three realms, although he had been already acclaimed king in Scotland since 1650.

*From Wikipedia, the free encyclopedia*

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

3. Explain the consequences of the execution of King Charles 1 in 1649 on the government.

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4. Define “interregnum” as mentioned in **Resource B**.

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Use **Resource C** and your own knowledge to answer the following question.

5. Explain what is meant by republic and restoration during Charles II’s reign as mentioned in **Resource C**.

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Task 4: 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 the causes of the 1st civil war (1642-1647) and 2nd civil war (1648) in England. Evaluate the impact of the two civil wars on the English society and politics. Give examples where necessary to support your answer.

Sources:

The Causes of the English Civil Wars

Charles I Oliver Cromwell

The English Civil War has many causes but the personality of Charles I must be counted as one of the major reasons. Few people could have predicted that the civil war, that started in 1642, would have ended with the public execution of Charles. His most famous opponent in this war was Oliver Cromwell – one of the men who signed the death warrant of Charles.

C N Trueman: historylearningsite.co.uk. The History Learning Site, 17 Mar 2015
The English Revolution 1640

The destruction of the royal bureaucracy had left a void which was ultimately to be filled by a new middle-class civil service. But meanwhile, pressure, of revolutionary necessity had led to the creation of a series of revolutionary committees in the localities.

England has never again seen such democratic control of the army as existed for the next six months. Then, holding the king as a bargaining weapon, the Army marched on London. The principal “Presbyterian” leaders withdrew from the House of Commons, leaving Cromwell and the “Independents” temporarily in control; the Army was in a position decisively to influence policy.

Christopher Hill, pg.44

After the Civil Wars

King Oliver: A Dutch pamphlet of the late 1650s portrays Cromwell as a monarch.

Sarah Mortimer, pg.1

The English Civil War: Failure of the Monarchy & Rise of Theocracy

Parliament was furious at not being called for over a decade, and rather than granting the king money, Parliament immediately began redressing grievances and soon passed a law forbidding Charles from proroguing or dissolving Parliament without its consent. The Long Parliament, as this session is called, also began attacking Charles’ advisors, including trying and executing Charles’ Lord Deputy of Ireland, the Earl of Strafford.

Christopher Sailus, pg.1
Impact of the English Civil War (1642-1651)

English Civil War was an important event in the history of British. Besides the political consequence, it had a great effect on the development of the military and the economy. During the English Civil War, Cromwell established advanced army. It improved the strength of the English army. The new nobles and bourgeoisies took the power of the nation. They could make policies that stood for the benefits of bourgeoisies. It promoted the development of capitalism. In addition, the victory of English Civil War encouraged the revolutions of other countries.

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QUESTION 6: COLONIALISM, IMPERIALISM AND CAPITALISM

Answer ALL of the questions for all the tasks shown.

Task 1:

Resource A

Colonialism
The Stanford Encyclopedia of Philosophy "uses the term 'colonialism' to describe the process of European settlement and political control over the rest of the world, including the Americas, Australia, and parts of Africa and Asia". It discusses the distinction between colonialism and imperialism and states that "given the difficulty of consistently distinguishing between the two terms, this entry will use colonialism as a broad concept that refers to the project of European political domination from the sixteenth to the twentieth centuries that ended with the national liberation movements of the 1960s."

From Wikipedia, the free encyclopedia

Use Resource A and your own knowledge to answer the following questions.

1. Define the term Colonialism.

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2. Name ONE (1) colonial power that had a colony/colonies in the Pacific.

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3. Using Resource A above, explain what the most distinguishing characteristic of a colonialism was. Draw on ONE (1) island nation you have studied to illustrate your answer.

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Task 2:

Resource B

German Colonial Policy in the Pacific Islands

It would appear that the attempt to break the powers of the native chiefs were of paramount interest to both Solf and Hahl, and all of their colonial underlings throughout the German Colonial Empire. They roved quickly to establish direct rule over the area, while employing various methods to weaken the power of the chiefs. At the same time, they sought to bring them into the administration of the government at the local level by offering positions which required the administration of justice by and for the Islanders. It was a form of appeasement and a means to stabilize relations. Later, Dernberg expressed the Colonial Ministry’s desire for "selbsverwaltung" for the Empire in the Pacific.

Rodney M. Henning, University of Hawaii, Honolulu, Hawaii, September 1982

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

4. Describe how Germany administered its colonial empire in the Pacific islands.

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5. With reference to the Pacific island nation you have studied and Resource B explain the impact of imperial administration on the Pacific people’s social and economic life.

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Regionalism and Changing Regional Order in the Pacific Islands

This post-independence regional order was defined, first by an extensive network of interconnected regional institutions. The most important of these institutions was the South Pacific Forum, formed in 1971. Later renamed the Pacific Islands Forum (PIF), this comprised the political leaders of all independent and self-governing states, together with Australia and New Zealand. Given this membership, it became the preeminent regional body of the Pacific Islands, coordinating policy and action on the major political, economic, security and environmental issues facing the region.

Sandra Tarte; Wiley Online Library

Task 3: 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 how Pacific leaders contributed to the decolonization process.

Evaluate the effects that the events characters had on the push towards eventual decolonization.

Sources:

Pacific Islands: Region, Pacific Ocean

The speed of political development in the Pacific Islands was partly a matter of external pressure in the United Nations, but the colonial governments, with the exception of the French, were already moving toward self-government or independence. There were no mass nationalist movements, as in Africa and Asia, to whose demands colonial governments responded. The reaction to European rule usually took the form of nativistic movements or cargo cults in which rituals attempted to secure “cargo” diverted by Europeans. Occasionally, as with the Mau (“Strongly Held View”) movement in Western Samoa in the 1920s and ’30s, there was more overtly political action

Francis James West & Sophie Foster; Encyclopaedia Britannica

Regionalism and Changing Regional Order in the Pacific Islands

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Sandra Tarte; Wiley Online Library
The Pacific region and the British Empire

The Decolonisation process arrived late in the Pacific. The British were convinced that a certain size and level of development was necessary before full independence should be conferred. She had delayed independence in Africa on the basis of developmental status - but they at least had large populations and markets available to them. The Pacific Islands appeared to be too small, too fractured (thanks to the various imperial divisions) and too under-developed to be granted their independence - or at least that was what was argued by the decision makers back in Europe. Indeed, the Pacific was pretty much the very last part of the Empire to have been dismantled.

Ratu Sir Kamisese Mara

He led Fiji to independence in 1970. By 1971 he had marshalled together a South Pacific Forum (later the Pacific Islands Forum) and had become recognized as the region’s leading statesman.

The Editors of Encyclopaedia Britannica
Western Samoan Independence

The first colony to achieve its independence in the region was Western Samoa. The New Zealand sponsored colony has been one of the very few in the region to have demonstrated any substantial anti-colonial movements in the 1930s and 1940s. From the late 1940s, the New Zealand government carefully introduced democratic reforms and encouraged local participation in constitutional institutions. The 110,000 population was felt by many back in London to be too small to sustain a viable state, but New Zealand pushed on with its reforms regardless so that by 1962 it was granted independence. New Zealand continued to take responsibility for the defence and foreign affairs of the new state - at least for a while. Interestingly, neighbouring American Samoa remained resolutely under US control with no concessions towards independent institutions or local administration. American Samoa is still under full American control and governance.
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