

RATU NAVULA COLLEGE
YEAR 12 TRIAL EXAMINATION 2020
HISTORY

Time Allowed: 3 Hours
(An extra 10 minutes is allowed for reading this paper)

INSTRUCTIONS

1. Write your **Index Number, Name and Level** on the front page of this **Answer Booklet**.
2. Write **all** your answers in the **Answer Booklet** provided.
3. If you use extra sheets of paper, be sure to show clearly the question number(s) being answered and to tie each sheet in your **Answer Booklet** at the appropriate places.
Ensure that your **Index Number** is written on the extra sheets.
4. **Answer all the questions with a blue or black ballpoint pen or ink pen. Do not use red ink.**
5. You may use a calculator, provided it is silent, battery-operated and non-programmable.
6. There are **two** sections in this paper. Sections A and B. Answer **both** questions in Section A and **one** question from Section B.

Note: Refer to the Question Guide on **Page 2** to locate the sub strands that you have studied.

SUMMARY OF QUESTIONS

SECTION	GUIDELINES	TOTAL MARK	SUGGESTED TIME
A	There are two questions in this section. Answer both questions.	64	120 minutes
B	There are three questions in this section. From your topics of study, answer any one of the three questions.	36	60 minutes
TOTAL		100	180 minutes

SECTION A

[32 marks]

There are **two** questions in this section. Answer **both** questions. Note the choices in each question.

QUESTION 1 ORIGINS OF WORLD WAR I

(a) Short Answer Questions

(10 marks)

There are **ten** short answer questions. Answer any **five** questions and write your question numbers in the boxes provided. Each question is worth 2 marks. Write 1-3 sentences.

- (i) Define alliance and name the country that formed the first alliance.
- (ii) Explain the purpose of Britain forming the **Triple Entente**.
- (iii) State **two** factors contributed to the arms race during the industrial revolution.
- (iv) Explain a political impact of European imperialism in Africa on the natives.
- (v) Name the **two** countries that formed the Entente Cordiale in 1904.
- (vi) Explain why natives of colonised territories in Europe wanted to form their own nations.
- (vii) State the year the Triple Alliance was formed and **one** of its purposes.
- (viii) Explain how the conscription assisted countries to strengthen their armies.
- (ix) Name **two** countries that fought against Turkey in the first Balkan War.
- (x) Name **two** countries involved in the **First Moroccan crisis**.

SECTION A

(continued)

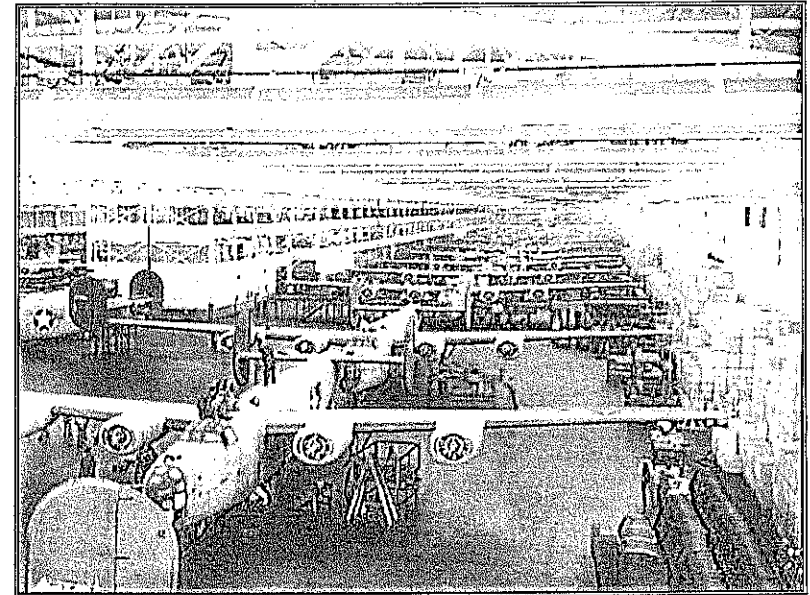
(b) Resource Interpretation

(12 marks)

Use Resources I to IV and your knowledge to answer any six from the eight questions that are given. Write your question numbers in the boxes provided.

Resource I

(4 marks)

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

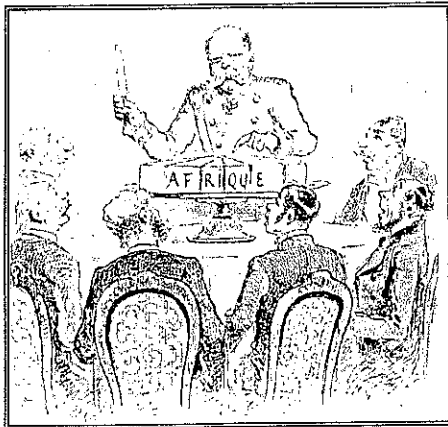
- (i) Name **two** weapons that were developed as the result of the activity shown in the resource above. (2 marks)
- (ii) Explain an impact of the above activity on the major alliances. (2 marks)

Turn Over

Resource II

Scramble of Africa 1880 -1914

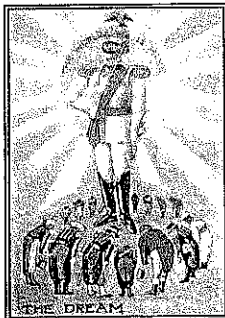
(4 marks)

Source: <http://mrbanksapworldhistory.weebly.com>

- (iii) State **two** causes of the event depicted in the resource above. (2 marks)
- (iv) Explain an economic impact of the event depicted in the resource above on the natives. (2 marks)

Resource III

(4 marks)

Source: <https://edu.glogster.com>

- (v) Name the gentleman represented by the figure standing up straight in the middle as pictured in the resource and the country he represented. (2 marks)
- (vi) Explain why the people bowed down to the gentleman in the middle. (2 marks)

Turn Over

SECTION A (continued)

Resource IV

The 'Blank Cheque'

(4 marks)

On 6 July, in response to the Austro-Hungarian approach, the Kaiser assured Franz Joseph of German support if Russia intervened. He advised that the time was right to move against the Serbs. The Kaiser told the Ambassador, 'Austria must judge what is to be done to clear up her relations with Serbia; but whatever Austria's decision, she can count with certainty upon it that Germany will stand behind her ally'.

Source: Condon, C, "The Making of the Modern World", The Macmillan Company of Australia, 1987, p.74.

- (vii) Name the country that was willing to help Austria-Hungary under the Blank Cheque and state the year the Blank Cheque was issued. (2 marks)
- (viii) Explain why did the two countries expected Russia's involvement. (2 marks)
- (c) Essay (10 marks)

Write an essay of 180 – 200 words on **one** of the following questions:

Either

- (i) Discuss **three** significant impacts of nationalism on the relations of major powers.

Or

- (ii) Discuss **three** causes of the naval rivalry between Germany and Britain during the early twentieth century.

QUESTION 2: ORIGINS OF WORLD WAR II [32 marks]

(a) Short Answer Questions (10 marks)

There are ten short answer questions. Answer any five questions and write your question numbers in the boxes provided. Each question is worth 2 marks. Write 1-3 sentences.

- (i) State **two** ways Germany was affected from the military restriction clause of the *Treaty of Versailles*.
- (ii) Explain a term of the Kellogg-Briand Pact of 1928.
- (iii) State **one** purpose for the formation of the *League of Nations* and the year it was formed.
- (iv) Explain a cause of the Great Depression.
- (v) State **two** ways Germany benefited from the Dawes Plan.
- (vi) Explain a term of the Locarno Treaties of 1925.
- (vii) State the year the Young Plan was introduced and **one** of its terms.
- (viii) Explain the cause of the **Abyssinian Crisis**.
- (ix) Define *Lebensraum* and state how Hitler planned to achieve this.
- (x) State **two** reasons why Hitler wanted to form a union with Austria through Anschluss.

Turn Over

SECTION A (continued)

(b) Resource Interpretation (12 marks)

Use **Resources I to IV** and your knowledge to answer any six from the eight questions that are given. Write your question numbers in the boxes provided.

Resource I (4 marks)

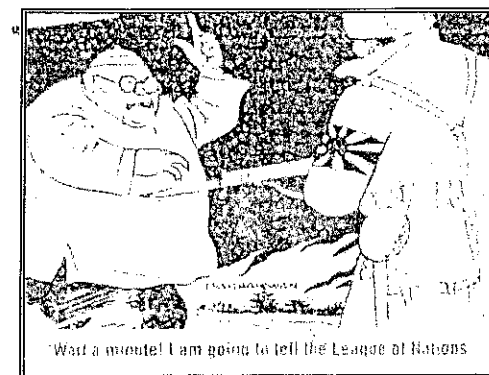
The Peace Settlement of the First World War

The peace settlement in Europe at the end of World War I was achieved by the conclusion of treaties between the victorious allies and each of the defeated nations. These treaties were negotiated and signed in Paris during 1919 and 1920. The Treaty with Germany was called the Treaty of Versailles. It was signed at the Palace of Versailles just outside Paris in June 1919. This was the principal settlement. It redrew the map of Europe and had far-reaching effects.

Source: Condon, C, "The Making of the Modern World",
The Macmillan Company of Australia, 1987, p.177.

- (i) State how many years after World War I was the Treaty of Versailles signed and name the country where it was signed. (2 marks)
- (ii) Explain how the treaty caused the redrawing of the map of Europe. (2 marks)

Resource II (4 marks)



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

- (iii) Name the countries represented by the two characters depicted in the resource. (2 marks)
- (iv) Explain why the League of Nations was not able to help the figure on the left. (2 marks)

Resource III

(4 marks)

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

- (v) State **two** impacts of the event depicted in the resource on the German people. (2 marks)
- (vi) Explain how the Germans responded to the ruling shown in the resource. (2 marks)

Resource IV

(4 marks)

Source: <http://www.google.com>

- (vii) State **two** social problems faced by people as the result of the issue highlighted in the resource in the 1930s. (2 marks)
- (viii) Explain how the issue highlighted above made some countries to use aggressive tactics. (2 marks)

Turn Over

SECTION A (continued)

(c) Essay

(10 marks)

Write an essay of 180 – 200 words on **one** of the following questions:

Either

- (i) Discuss **three** ways the countries represented by the 'Big Three' benefited from the Treaty of Versailles.

Or

- (ii) Discuss **three** strategies adopted by Hitler in trying to solve Germany's problems.

SECTION B

There are **three** questions in this section. Answer **one** question only.

QUESTION 3

DIPLOMACY

[36 marks]

(a) Short Answer Questions

(14 marks)

There are **ten** short answer questions. Answer any **seven** questions and write your question numbers in the boxes provided. Each question is worth 2 marks. Write **1-3** sentences.

- (i) State the year in which Fiji joined the British Commonwealth and **one** of its economic benefits.
- (ii) Explain the purpose of having Fiji's Embassy in different nations.
- (iii) Define **regionalism** and name **one** of the regional organisations.
- (iv) Explain a way New Zealand assisted Fiji in the development of education.
- (v) State **two** ways Fiji benefited in having Australia as a Big Brother.
- (vi) Explain an aim of the Look North Policy adopted by the Fiji government in creating diplomatic ties in Asia and Europe.
- (vii) State **two** reasons for the selection of Nadi to set up the airport by the New Zealand cabinet in 1939.
- (viii) Describe how Fiji benefited from diplomatic ties with the Pacific Island Countries.
- (ix) State the year Fiji's Mission to the European Union (EU) was established and state of the purpose of the mission.
- (x) State **two** ways Fiji has benefited from having diplomatic ties with India.

SECTION B (continued)

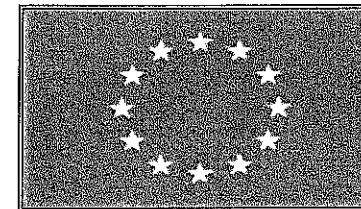
(b) Resource Interpretation

(12 marks)

Use **Resources I to IV** and your knowledge to answer any **six** from the eight questions that are given. Write your question numbers in the boxes provided.

Resource I

(4 marks)



Source: <http://www.goggle.com>

- (i) Name the organisation that owns the symbol in the resource above and state the year it was established. (2 marks)
- (ii) Explain the contribution of the above organisation in Fiji through its diplomatic ties. (2 marks)

Resource II

(4 marks)

NEW ZEALAND RUGBY IN FIJI

New Zealand's influence on the development of sports particularly the game of rugby among indigenous Fijians was very significant. Dr. Samu Baravilala interviewed Fijians who witnessed rugby in the early 20th century and they highlighted the introduction of the sport by the Bauan chief, Ratu Jone Tabaiwalu, who studied at Wanganui, New Zealand. On his return, Ratu Jone taught the game to the schools of the Roman Catholic Mission at Naililili in Rewa.

Source: Baravilala, S, "The History of Rugby Union in Fiji",
The Rugby News (NSW), 12 July 1952, p. 12.

- (iii) Name **two** major areas of development between New Zealand and Fiji highlighted above. (2 marks)
- (iv) Explain how the rugby players in Fiji benefited from the diplomatic ties highlighted in the resource above. (2 marks)

Resource III

(4 marks)

PEOPLE'S REPUBLIC OF CHINA AID PROJECT

People living on the coastal village of Kiuva in Bau, Tailevu, will no longer worry about flooding and coastal erosion. Yesterday, the villages gathered to celebrate the completion of the Kiuva Village Seawall Project – a project funded through the "Gratuitous Aid Program" (sic) of the government of the People's Republic of China. Kiuva, like many coastal villages in Fiji, sits very low on sea level that has caused many flooding problems in the village during high tides or when it rained heavily. The Minister for Provincial Development and Disaster Management, Lieutenant-Colonel Inia Seruiratu, said the seawall represented the strong, cordial and bilateral co-operation that exists between China and the Fijian Government. He thanked other stakeholders and partners who had made the project possible. Chinese Ambassador to Fiji Huang Yong reiterated his government's commitment of enhancing bilateral co-operation and assisting Fiji's economic and social development within their capability. The seawall started construction in November 15, 2012 and it was completed on April 25.

Source: <http://www.fijisun.com.fj>

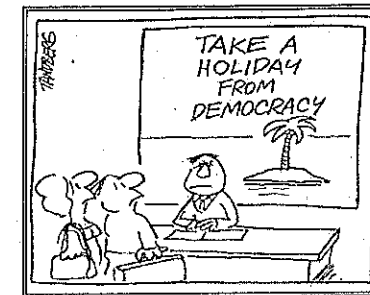
- (v) State **two** types of aid provided by the People's Republic of China. (2 marks)
- (vi) Explain the significance of the diplomatic relations between Fiji and People's Republic of China as highlighted in the resource. (2 marks)

SECTION B

(continued)

Resource IV

(4 marks)



Source: *Sydney Morning Herald*, May 25, 2000

- (vii) Name the type of industry that is linked to the resource given above and how Australia assisted Fiji in the development of the industry. (2 marks)
- (viii) Explain the meaning of 'Taking a Holiday from Democracy' in 2000. (2 marks)

- (c) Essay (10 marks)

Write an essay of 180 – 200 words on one of the following questions:

Either

- (i) Discuss **three** ways Fiji benefited from the establishment of the University of the South Pacific.

Or

- (ii) Discuss **three** impacts of Fiji's involvement in political crisis to her diplomatic relationship.

Turn Over

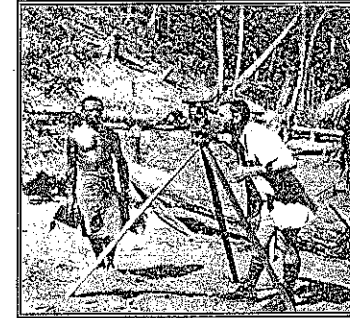
QUESTION 4 IMAGING THE PACIFIC**[36 marks]****(a) Short Answer Questions****(14 marks)**

There are ten short answer questions. Answer any seven questions and write your question numbers in the boxes provided. Each question is worth 2 marks. Write 1-3 sentences.

- (i) Define art and state its importance in the 1600s.
- (ii) Explain how perception of artists determines their artwork.
- (iii) State two problems faced by artists while producing an artwork.
- (iv) State two ways explorers benefited from the work of artists.
- (v) Explain how documentary changed the course of presenting information.
- (vi) State two ways Europeans in Europe benefited from the work of Artists that came to the Pacific.
- (vii) State two roles of art in advertising in the 1900s.
- (viii) State two factors contributed to the selection of Pacific settings for making movies.
- (ix) Explain the significance of visual history about the Pacific to the Historians.
- (x) Differentiate filming and photography.

SECTION B (continued)**(b) Resource Interpretation****(12 marks)**

Use Resources I to IV and your knowledge to answer any six from the eight questions that are given. Write your question numbers in the boxes provided.

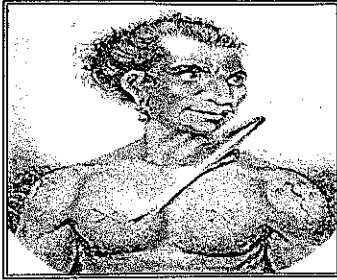
Resource I**(4 marks)**

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

- (i) Name the activity shown in the resource and the group that introduced it in Fiji. **(2 marks)**
- (ii) Explain the significance of the use of the activity above in the early 19th century. **(2 marks)**

Turn Over

Resource II



Source: *Abba Thulle King of Pelew*, Devis, A. W., 1783

- (iii) Name the portrait and the position of the figure above identified in 1783. (2 marks)
- (iv) Explain the significance of the artistic recording of the event in the resource above. (2 marks)

Resource III



Source: Burns Philp & Co, *Picturesque Travel*, 1913, Sydney, 1913.

- (v) Identify **two** features from the resource above that depict the early Pacific based stories. (2 marks)
- (vi) Explain the purpose of using the type of image above to relay information of the past. (2 marks)

(4 marks)

(2 marks)

(2 marks)

(4 marks)

(2 marks)

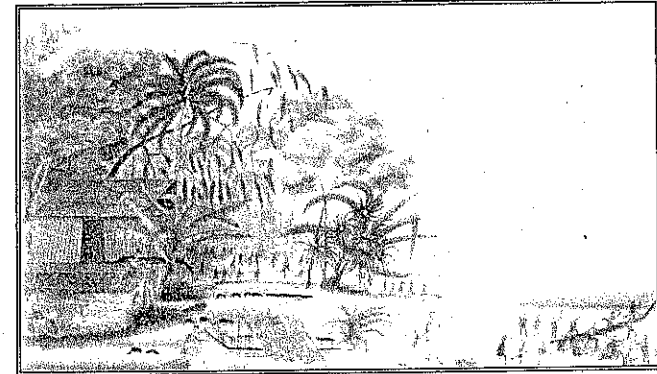
(2 marks)

Turn Over

SECTION B (continued)

Resource IV

(4 marks)



Source: By, Johann Horner (1774-1834), "Taiohae" (a village on Nuka Hiva, Marquesas Islands, 1804), 12, *Russian encounters and mutiny in the South Pacific*, Honolulu 2012.

- (vii) Identify **two** features of the painting as shown in the resource above. (2 marks)
- (viii) Explain why artists designed mixed features painting like the one provided in the resource. (2 marks)
- (c) Essay (10 marks)

Write an essay of 180 – 200 words on **one** of the following questions:

Either

- (i) Discuss **three** roles played by exhibition displays in Museums in relaying information from the past.

Or

- (ii) Discuss **two** advantages and **one** disadvantage of using photographs as historical evidence.

Question 5 **CRISIS IN THE SOLOMON ISLANDS** [36 marks]

(a) **Short Answer Questions** (14 marks)

There are ten short answer questions. Answer any seven questions and write your question numbers in the boxes provided. Each question is worth 2 marks. Write 1-3 sentences.

- (i) Name the traditional political system used in the Solomon Islands and state how a leader was selected.
- (ii) Explain the traditional inheritance system used in Malaita.
- (iii) State two long-term social problems which contributed to the crisis.
- (iv) Explain why the British colonial administration was partially blamed for the crisis.
- (v) State the year the Solomon Islands gained independence and name the capital.
- (vi) Explain why people of the outer islands prefer to migrate to Guadalcanal.
- (vii) Name two peace treaties signed in 2000.
- (viii) Explain how the Pacific region contributed to the restoration of law and order in the Solomon Islands.
- (ix) State two strategies adopted by RAMSI to restore law and order.
- (x) State two ways Australia assisted economic development in the Solomon Islands.

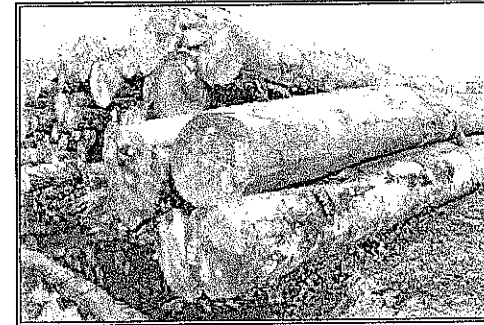
SECTION B (continued)

(b) **Resource Interpretation** (12 marks)

Use Resources I to IV and your knowledge to answer any six from the eight questions that are given. Write your question numbers in the boxes provided.

Resource I

(4 marks)



Source: <http://solomontimes.com>

- (i) State two ways people of Solomon Islands benefited from the activity depicted in the resource given above. (2 marks)
- (ii) Explain how the commercialisation of the activity contributed to the Solomon Islands crisis. (2 marks)

Resource II

(4 marks)



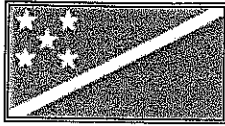
Source: <http://www.ramsi.org>

- (iii) State two reasons why weapons were burnt as shown in the resource. (2 marks)
- (iv) Explain the significance of the activity in the resource in relation to the Solomon Islands crisis. (2 marks)

Turn Over

Resource III

(4 marks)

Source: <http://www.goggle.com>

- (v) Name the country owns the flag given above and state **one** of its valuable natural resources. (2 marks)
- (vi) Explain a significance of a flag to a country. (2 marks)

Resource IV

(4 marks)

Source: <http://www.goggle.com>

- (vii) Name **two** sources of weapons Solomon Islanders obtained arms from during the crisis. (2 marks)
- (viii) Explain a social impact of the use of weapons during the Solomon Island Crisis. (2 marks)

SECTION B

(d) Essay

(10 marks)

Write an essay of 180-200 words on **one** of the following questions.**Either**

- (i) Discuss **three** events involved the opposing groups occurred before the crisis.

Or

- (ii) Discuss **three** economic challenges faced by the Solomon Islanders after independence.

THE END

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Turn Over