



SOUTH PACIFIC BOARD FOR
EDUCATIONAL ASSESSMENT

107/3

***Chief Marker's
Report
2009***

**South Pacific
Form
Seven
Certificate**

© South Pacific Board for Educational Assessment, 2009

26 McGregor Road, Box 2083 Government Buildings, Suva, Fiji.

Telephone: (679) 3309622, 3315600, 3302141 Fax: (679) 3302898, 3303635

All rights reserved. No part of this publication may be reproduced by any means
without the prior permission of the South Pacific Board for Educational Assessment.

**H
I
S
T
O
R
Y**

THE SETTING AND FORMAT OF THE EXAMINATION

The examiners after a close examination of the 2008 exam results decided to continue with an examination that is friendlier in terms of wording and resources in both the resource interpretation and the essay questions.

The examination follows closely the requirements of the Form 7 History Prescription in terms of teaching objectives, coverage of the content and time periods. This year's examination like the previous years is a good indicator to examiners in how well some teachers have been adhering to the prescription as well as assisting students with some exam hints and guidelines.

The purposes of the examination again came from the Aims and Skills Objectives outlined in the prescription. Specifically the examiners sought:

- a) To test a variety of historical skills through resources and essays
- b) To allow candidates to use or apply what they knew
- c) To provide candidates with opportunities to show how well and clearly they could think in terms of historical arguments, analysis and evaluation.

These skills can be applied to other subjects as well.

The format of the examination continued as in 2008, in both resources and essays. Through the resources and essays the examiners attempted to cover most aspects of the course prescription and there was little in either option that was not touched on in some ways or others.

STUDENTS AND THE EXAMINATION

The 2009 examination allowed candidates to demonstrate what they know and how well they could think. Most students made a genuine effort in the examination and have gained full marks for their 2 essays with very few that seemed to have done little study of history and scored accordingly. The examiners were quite overwhelmed with the result of this year's examination as we are now left with new impressions that all schools are better off with any of the Options depending on cooperation of teachers and students in teaching and studying of chosen Option. The Pacific Option remains as the popular Option amongst the others but those attempted England Option had scored the most points. All schools from Vanuatu did the Pacific Option, 1 from Tonga and the Kiribati. Two schools from the Kiribati did the New Zealand Option and the rest of the schools from Tonga did the England Option. There is a high passing rate this year as compared to the previous years and these are students who did the England and the Pacific Option.

Most candidates easily understood and followed the format, organisation and instructions of the examination with only 2 students who wrote their 2 essays using the same question

number. All students completed the examination paper well except a few who did not complete their 2 essays.

The examination clearly discriminates between excellent, average and poor students. There were a number of excellent scripts from the schools that did the England and the Pacific Option with the New Zealand Option being the worst attempted Option. Only one third from the schools that did the New Zealand Option passed whereas most from the England and the Pacific Option passed with high points. The examiners believe that this year's result reflect the different depth of teachers' approaches and commitment towards the teaching of the subject and how well students are prepared for the examination.

Many candidates spent too much time in writing the 2 essays, thus left with insufficient time to do the resources which led to losing of a lot of marks from some of the easy questions. Some students have attempted some past exam papers and have written some well prepared essays that even though questions asked for something else they seemed to answer from what they have studied and prepared for example: Question One (a) in the essay for the Pacific Option asked to describe the process of Imperialism followed by any TWO Imperial Powers and most answers describes the two different patterns of Imperial Administration adopted by TWO Imperial Powers in the Pacific. Candidates need to be very careful in reading of questions as well as studying of resources. A lot of students earned full marks for their 2 essays especially for candidates who did the Pacific and England Option.

Teachers should drill students in essay writing so that they are able to have a variety of choices and not to be confined to topics being drilled on, this is very obvious from the England Option as students did not have much choice other than the ones that have been drilled to focus on.

The level of literacy and legibility are improving in terms of grammar, sentence structure and paragraphs with a few students that still need assistance and improvement.

THE MARKING SCHEDULE

RESOURCE QUESTIONS – GENERAL COMMENTS

There is no option in the Resource Interpretation questions as everyone must answer all the five tasks given.

The inconsistencies in the marks scored by candidates over the five resources still exist this year but with a lot of improvement from those who did the England Option as most marks were consistent from resources up to the essays. Teachers need to familiarise students with past exam papers as well as a lot of resources so that they won't have any problems when it comes to exams. Students still have problems with statistical data especially in questions which asked to identify time periods or describe overall trend thus teachers need to pay more attention to these and provide students with more statistical data exercises.

Most questions worth one mark with a few where students are asked to name two products from the table and they must provide both to get one mark. There were a few two marks questions which asked for two reasons or to give two pieces of evidence and students must provide both to get the two marks, however one mark can be earned if one answer is correct.

There is still a great plea for teachers to assist students in how to interpret resources as well as providing them with more and variety of resources so that they are familiar with them and to master this skill of interpretation well.

ESSAY QUESTIONS – GENERAL COMMENTS

Candidates have an option in the essay questions but they must not select two questions from the same question number.

All essays have two parts, the first usually factual and the second is more analytical and evaluative. There are still a great number of candidates who still write a narrative essay thus marking now tend to be more strict in ensuring that they answer what is required from the question and to answer both parts of the essay.

Many candidates prepared essay plans which was really helpful in ensuring that time is not wasted as well as candidates stay focus in what the question is asking for. Essays also need to be well structured and there are more students that have paid attention to that.

The top candidates from the England Option had been assisted and prepared well for the exam in the excellent essays that they produced but teachers need to drill them in all topics and not focus on only certain specific questions. A good example from the England Option where most answered Question One (a) and Question Three (a). This is different from the Pacific Option where students' selection of their two essays vary from Question One to Three and not restricted to just one or two questions. Most students clearly understood phrases like to what extent, why and what thus saves time and that they stay focus on questions asked. Teachers still need to assist students in how to interpret and to understand question being asked as understanding of the question enables them to stay focus and write some excellent essays.

SPECIFIC RESOURCES – Pacific Option

Task One

1. Most got this correct as they knew the flag as the British flag.
2. Most did not study question and resource carefully as most gave answers like the British soldiers. Second part was also wrong when they gave reasons like British soldiers saluting their flag to show dignity for their country.

3. Most failed to study resource thus came up with answers such as the Mau Movement and not German's defeat in WWI.

Task Two

1. No one answered this correctly, most answers were a partition lines around the Polynesian countries or the Polynesian territorial zone.
2. Most got the 2 full marks when they gave answers like smallness in size of the islands and how Melanesia has the biggest island in the Pacific i.e. PNG where more people can be recruited for labour traffic.
3. Most answered this correctly in the very tiny islands and are vulnerable to great powers expansion.

Task Three

1. Very few provided the 2 products correctly, most only provided 1 correct answer thus lost the 1 mark.
2. Most knew Fiji as the country which earned the most from its exports but failed to provide the second answer correctly in how much it earned. Most candidates total up the number from the 2 periods instead of deducting or not providing the answer in full with US million dollars thus lost the other 1 mark.
3. Most got this right by naming of any other Pacific Island.

Task Four

1. Most got this correct as they have read the text well and knew the 3 countries that signed the Act.
2. Very few provided the correct answer in the interests of the two countries over Samoa, like US for navy and Germany for her plantation.
3. Very few knew about this naval assessment which placed Tonga ahead of Samoa for harbour facilities. Most gave answers like Britain wanted to concentrate more in her colonies.
4. Most got this correct as they provided either the date or the names of the people that signed for the Act.

Task Five

1. Most got this correct as they just quote the answer straight from the text like opportunity to acquire imported goods by working for money.....
2. Most understood the text well and have provided the different views correctly like E1 as positive and E2 as negative.
3. Most that read the question carefully got them correct and quoted their answers from E2 whereas those who did not ended up quoting their answers from E1 i.e. In contrast to those whose homes lay within the Japanese held territory.....
4. Most knew about Japanese expansion into the Pacific and the bombing of Pearl Harbour and how these countries were involved.

SPECIFIC RESOURCES – New Zealand Option

Task One

1. Most answered the name of the book correctly i.e. the bible, but failed to give the reason for holding the book out and point to it. Most answers were 'to offer to Maori as a sign of peace' or most did not provide any answer at all.
2. Most answered this correctly by providing evidence from what they see in the picture like they approached in group carrying spears.
3. Very few answered this correctly as they don't seem to understand what Maori – missionary power balance means. Some provided answers such as 'lack of convincing' or 'Maori interested in trade rather than Christianity'

Task Two

1. Most answered this correctly as the British flag.
2. Most answered this correctly by providing an evidence from the picture like wearing of their traditional dress
3. Most knew this chief, Hone Heke, and have answered this question well.
4. Most answered this correctly with a few who did not read question carefully and have provided answers such as 'protection of Maori from Pakeha'

Task Three

1. Most got spinsters correctly whereas a few gave answers like No due to not reading the question carefully.
2. Very few answered this correctly as they failed to describe the overall trend well, most only describe the excess of bachelors and not the change to the excess of spinsters.
3. Very few answered this correctly. Most stated that 'there is a huge total of spinsters rather than bachelors due to an emerge of women in right'

Task Four

1. Most read the text well and have answered this correctly.
2. Very few got the full 2 marks as most answers focus on ' his family being increased and how he shall train his children'
3. Very few answered this correctly as they did not understand what capital is. Some gave answers such as Auckland to be the capital instead of Wellington.

Task Five

1. Most answered this correctly in the introduction of guns in tribal warfare with a few who gave answers such as ' result in death and sickness'
2. Most did not understand the question and have come up with answers such as ' ready to admit their increasing bewilderment'
3. Most answered this correctly as they understood the text well.
4. Very few answered this correctly as they cannot differentiate the 2 views well. Some stated that E2 encourage missionaries whereas E1 prepared the way for the first conversion.

SPECIFIC RESOURCES – England

Task One

1. Most answered this correctly except a few who came up with answers like Oliver Cromwell.
2. Most answered this correctly as most understood the questions and provided answers like buildings and the army from the background.

3. Most got the 2 full marks as they easily identified the 2 techniques used by the artists. Most provided answers such as his uniform signifies a mighty and great monarch or him and his horse standing on a higher ground than the rest.

Task Two

1. Most knew the definition of plague as a disease with a few who came up with wrong answers such as a disaster that causes a lot of death.
2. Most answered this correctly in how disease will spread.
3. A few answered this correctly as most provided answers such as poor people who are sick often go to wealthy people and ask for help or their homes are attractive for plague.
4. Most answered this correctly as the people with money like the gentry.

Task Three

1. Very few answered this correctly as most provided answers such as graph was drawn according to the Great Plague.
2. None answered this correctly, most provided answers based on the plague which causes a lot of deaths.
3. Very few provided the 2 time periods correctly, most provided 1 period correctly and the other wrongly thus lost the 1 mark.
4. A few knew the overall trend as increasing as most describe it as fluctuating.

Task Four

1. Most understood the text well and have provided the correct answer.
2. Most knew Satan as the one to be blamed for directing these activities.
3. Most knew the May pole as the symbol at the centre of these activities.
4. Most knew how the author is against this behaviour and was to put an end to it.

Task Five

1. Most understood the text and can easily describe the difference between England and Scotland such as England being more developed than Scotland.
2. Most identified his strengths easily like Peace loving and enlightened.
3. Most identified his weakness easily in how James is a poor judge on people and their suitability for positions.
4. Most answered this correctly in James' aim to unite Scotland and England.

SPECIFIC ESSAY QUESTIONS – Pacific Option

Question One

- (a) A popular topic but most did not answer the questions correctly in describing the process of Imperialism, most answers focus on the patterns of Imperial Administration used by TWO Imperial Powers in the Pacific. As candidates failed to answer the first part well, they were also unable to provide reasons why these Powers followed these processes.
- (b) A popular topic and most candidates earned very good marks here. Most candidates evaluated the different patterns well and provided some very good examples from the Imperial Powers that they used. Reactions in the second part were also answered well. Many candidates scored full marks here.
- (c) A very popular topic as most candidates knew the impact of Imperial expansion from what they experienced in their own countries, these are both negative and positive impacts. Most answered the second part well depending on the TWO Imperial Powers that they used, so many scored full marks here.

Question Two

- (a) A popular topic amongst students as most explained the impact well and how it affected relations between Imperial Powers. Second part on the extent did these relations improve after the war was not answered well as most students only touch a little bit here and not in detail like how they answered the first part.
- (b) A popular topic as most assessed the different indigenous responses correctly. Second part in giving reasons for these responses was also done well. A few candidates scored full marks here.

- (c) A popular topic as most students give a variety of reasons on what caused indigenous independence movement to begin. Very few candidates provided the correct answers on the extent of how these were successful.

Question Three

- (a) One of the most popular topic and where most students earned full marks. A lot of students found this question easy as they discussed it from the experience and what they witnessed today in their own countries as impact of WWII.
- (b) Only 2 candidates attempted this question and was not done well.
- (c) None attempted this question.

SPECIFIC ESSAY QUESTIONS – New Zealand Option

Question One

- (a) The most popular topic to all students as all did this first essay as their first choice for their first essay. This was answered well as most explained what attracted Pakeha to come to New Zealand well. Second part was also answered correctly in how Maori were successful in controlling Pakeha during this period, most gained very good marks here.
- (b) None attempted this question.
- (c) None attempted this question.

Question Two

- (a) None attempted this question.
- (b) Only 2 candidates attempted this question and was not answered well. Candidates failed to answer the first part well in the main characteristics of the pastoral industry as well as the second part in the extent was the development of the pastoral industry linked to political intervention.
- (c) Only 1 candidate attempted this question and was not answered well. The candidate did not understand the question and was not able to provide the correct answers.

Question Three

- (a) Few candidates attempted this question and have managed to gain good marks. Most candidates were girls who understood well the mismatch between reality of women's lives in pioneering times and the traditional image of a Pioneer woman. Second part was supported well with some view from historians such as Grimshaw as well as leadership of Kate Sheppard.
- (b) This was the next popular topic to the first essay as this seemed to be the candidates' second best choice to make up their 2 essays. Some good marks were gained here. Most candidates chose a social issue and had described its causes and nature correctly. Second part was also answered well in evaluating of contribution of an individual and role in this issue.
- (c) Only 3 candidates attempted this question and have earned very good marks. Candidate have describe the waves of immigration according to the different periods exist correctly but failed to answer the second part well in the extent did settlement patterns change.

SPECIFIC ESSAY QUESTIONS – England

Question One

- (a) A very popular question to all candidates as most chose this question for their first essay. Most describe the various role of women correctly in the first part and have attempted the second part well in the extent was change an issue for women between 1558 and 1667. Most earned full marks here.
- (b) Only 3 answered this question and was not done well. Only the first part on the features that was answered correctly and the second part was not done well.
- (c) None attempted this question

Question Two

- (a) None attempted this question.
- (b) A popular question as most candidates knew the difficulties faced by the 3 monarchs. Second part was also attempted well in how most evaluated ways that Elizabeth overcame these difficulties.
- (c) None attempted this question

Question Three

- (a) A popular topic as candidates were able to identify and describe reasons for the tension. Most analysed the contribution made by Charles towards this tension correctly and were able to gain full marks.
- (b) None attempted this question.
- (c) None attempted this question.