



Centre Number	Candidate Number

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

SOLOMON ISLANDS SCHOOL CERTIFICATE

2019

SOCIAL STUDIES

MONDAY 11TH NOVEMBER 9.00 AM

**TIME: 3 Hours Plus 10 Minutes
Reading Time.**

<u>SECTION</u>	<u>CONTENT</u>	<u>MARKS</u>
A	MULTIPLE CHOICE QUESTIONS	30
B	PROBLEM SOLVING AND EXTENDED WRITING	120
	TOTAL	150

INSTRUCTIONS TO CANDIDATES

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. WRITE BOTH YOUR CENTRE NUMBER AND CANDIDATE NUMBER IN THE BOX PROVIDED AT THE TOP RIGHT HAND CORNER AND THE BACK-FLAP AT THE END OF THIS BOOKLET.
3. ALL SECTIONS AND QUESTIONS ARE COMPULSORY.
4. ALL QUESTIONS ARE TO BE ANSWERED ON THE SPACES PROVIDED IN THIS BOOKLET.
5. DO **NOT** USE CORRECTION FLUID.
6. MOBILE PHONES ARE **NOT** ALLOWED IN THE EXAMINATION ROOM.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

THIS BOOKLET CONTAINS 27 NUMBERED PAGES.

SECTION A:**MULTIPLE CHOICE****(30 MARKS)**

THIS SECTION HAS 30 QUESTIONS, WORTH 1 MARK EACH. EACH CANDIDATE SHOULD SPEND ABOUT 30 MINUTES ON THIS SECTION. WRITE THE BEST CORRECT ANSWER IN THE BOX PROVIDED IN THE BACK-FLAP AT THE BACK OF THIS BOOKLET.

1. During the **Suez crisis** the British and French attacked Egypt;
- A. to defend Israel against Egypt.
 - B. to overthrow Colonel Nasser.
 - C. to prevent Egypt and Israel from fighting each other.
 - D. because Egypt had taken control of the Suez Canal.

“.....His Majesty’s Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object.....”

2. The above is part of an extract from a deal the British had for the Palestine region. Which of the following do you think the above extract could have come from?
- A. The partition Plan.
 - B. The McMahon Letters 1915.
 - C. The Balfour declaration 1917.
 - D. The Sykes- Picot Agreement 1916.
3. What could have been the MAJOR reason why peace in the Middle East between Israel and the Arab states has never been achieved after all the peace agreement so far?
- A. The defeat of Arab states.
 - B. The plight of Palestinians.
 - C. The issue of recognition of Israel’s right to exist.
 - D. The continuous attack of Israel through the borders.
4. The Middle East has always been a region of **conflict** because;
- A. Arabs and Jews have nothing in common.
 - B. it is the world’s major oil producing region.
 - C. of its strategic importance and mixture of culture.
 - D. Eastern and Western Powers have always controlled it.

5. In 1947, Britain announced that it was giving up its mandate over Palestine. Their reason for this announcement was because;
- A. the UN had requested to take over the mandate.
 - B. it had successfully achieved the terms of the mandate.
 - C. the new superpowers, USA and USSR wanted the UN to take over.
 - D. there was no possibility of resolving the Arab-Jewish conflict on its own.
6. The **European Economic Unity** was established by signing the treaty of;
- A. Paris.
 - B. Rome.
 - C. Brussels.
 - D. London.
7. The **European Union** aimed at;
- A. reaffirming faith in fundamental human rights.
 - B. the formation of a military alliance by European countries.
 - C. serving succeeding generation from the scourge of terrorist attack.
 - D. abolition of obstacles to the free movements of person, services and capital.
8. The **supreme body** with the decision making power of the European Union is the;
- A. Parliament.
 - B. Secretariat.
 - C. Commission.
 - D. Council of Ministers.
9. The **Pacific Forum** was formed because;
- A. the South Pacific Commission was weak and ineffective.
 - B. independent countries could not join the South Pacific Commission.
 - C. the South Pacific Commission was dominated by the Ex-Colonial countries.
 - D. Australia and New Zealand were not members of the South Pacific Commission.

10. Which **Regional Organisation** is responsible for the Pacific Regional Security that oversees Regional Assistance Mission to Solomon Island's (RAMSI) work in Solomon Islands?
- A. Pacific Community.
 - B. Pacific Islands Forum.
 - C. University of the South Pacific.
 - D. South Pacific Regional Environmental Program.
11. Which of the following is NOT a factor that influences the distribution and density of population in an area?
- A. Climate.
 - B. Landscape.
 - C. Hydro Plant.
 - D. Natural Resources.
12. A population grows when;
- A. Birth Rate exceeds Death Rate and immigration.
 - B. Birth Rate exceeds its Death Rate and emigration.
 - C. Death Rate exceeds its Birth Rate and immigration.
 - D. Death Rate and Birth Rate equals emigration and immigration.

Use the table below to answer questions (13 – 15) that follow.

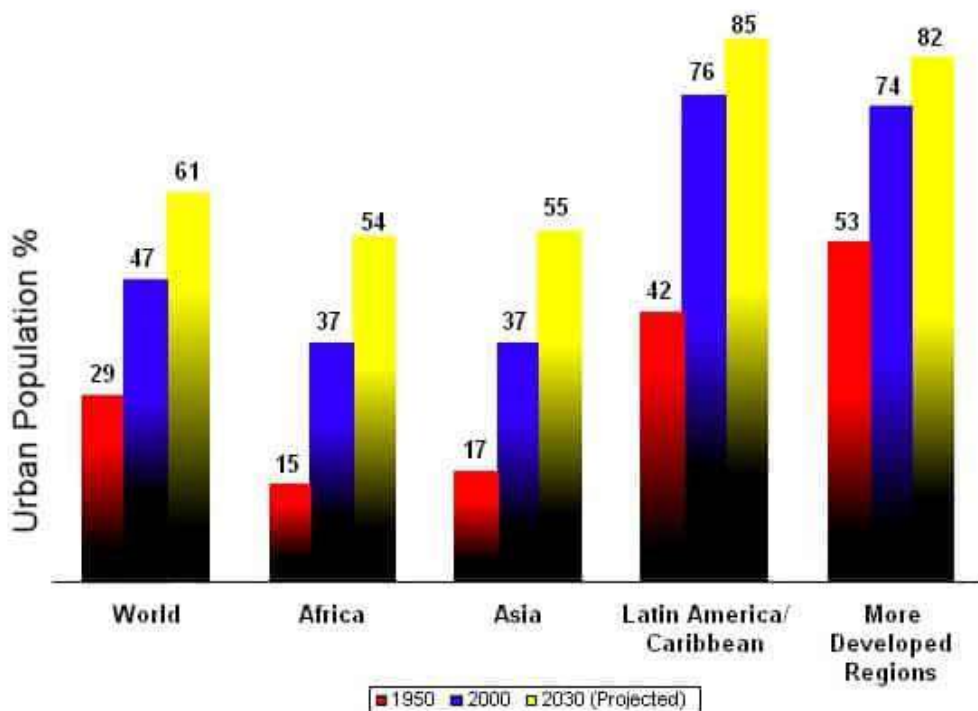
Four Countries Population Growth

Country	Birth Rate	Death Rate	In-migration Rate	Out-migration Rate
1	20,000	11,000	1,000	10,000
2	22,000	5,000	3,000	2,000
3	17,000	4,000	200	9,000
4	19,000	8,000	1,000	1,000

13. Based on the Countries' **Birth Rates** and **Death Rates**, which country is growing fast?
- A. Country 3
 - B. Country 4
 - C. Country 1
 - D. Country 2
14. Which country has a HUGE challenge in attracting its citizens to remain in the country?
- A. Country 3
 - B. Country 4
 - C. Country 1
 - D. Country 2
15. Which country has a **constant** growth?
- A. Country 3
 - B. Country 4
 - C. Country 1
 - D. Country 2
16. Which of the following statements is NOT TRUE with regards to deforestation?
- A. It leads to loss of eco systems.
 - B. It benefits sustainable development.
 - C. It is caused by the demand for firewood.
 - D. It reduces the carrying capacity of the soil.
17. Farms in developed countries produced **high output** per hectare compared to those in less developed countries because they are;
- A. semi-intensive.
 - B. less reliant on capital.
 - C. communally operated.
 - D. more intensively farmed.

18. Which of the following **characteristics** is MOST likely to be found in developing countries?
- Low population growth rates.
 - Most people live in nuclear families.
 - Traditional method of agriculture is still practised.
 - Large population practised commercial farming.
19. Which of the following is a characteristic of **poverty**?
- Insufficient basic necessities.
 - Having a job to earn a living.
 - Participate effectively in society.
 - Insecurity and exclusion of individuals and group.

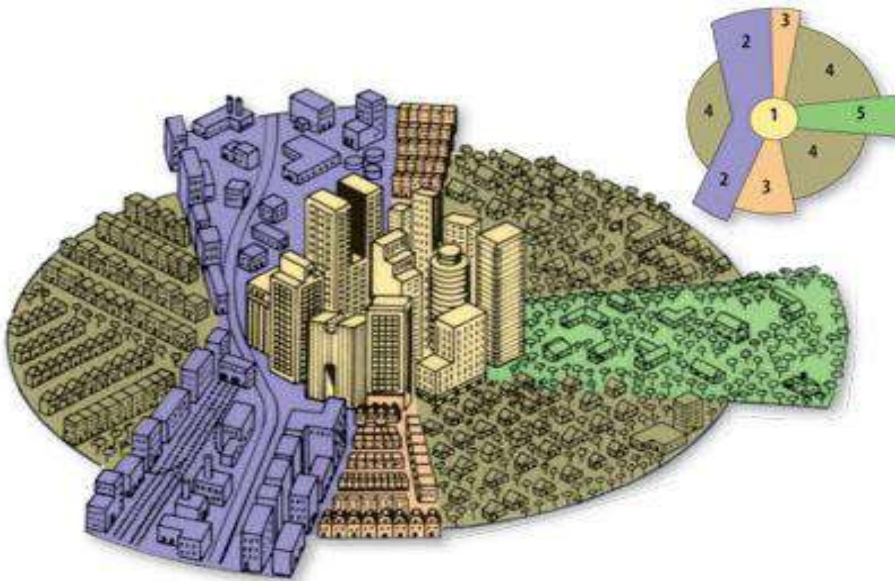
Trends in Urbanization by Region, 2003.



Source: United Nations, World Urbanization Prospects.

20. According to the urbanisation **trend** by region in the above graph, which region's urban population will have a biggest increase in 2030?
- A. Africa
 - B. Asia
 - C. Latin America/Caribbean
 - D. More developed Regions

Study the model below to answer question 21.



Source: <https://image.slidesharecdn.com/aphq-urbanlandmodels>

21. According to the above **Urban Model**, the industrial Zone is;
- A. zone 3
 - B. zone 2
 - C. zone 4
 - D. zone 5
22. Rapid and unplanned growth of cities into the countryside may be called;
- A. Urban sprawl.
 - B. Overcrowding.
 - C. Decentralisation.
 - D. Ribbon development.

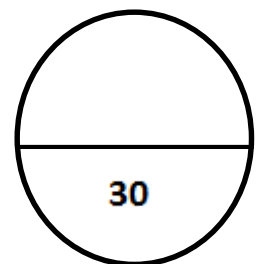
23. Main CAUSE for **rural- urban migration** in developing countries is;
- A. industrialisation.
 - B. lack of job opportunities.
 - C. land dispute in rural areas.
 - D. overcrowding in rural areas.
24. What happens to the value of land as you move towards the Central Business District (CBD) from the edge of a city? Land becomes;
- A. steep
 - B. spacious
 - C. expensive
 - D. affordable
25. All the changes taking place in Solomon Islands are;
- A. External.
 - B. Internal.
 - C. Revolutionary.
 - D. Evolutionary.
26. Which order is CORRECT according to the coming of the Europeans?
- A. Explorers, Whalers, Blacks Birders, Traders, Missionaries.
 - B. Explorers, Traders, Whalers, Blacks Birders, Missionaries.
 - C. Explorers, Missionaries, Blacks Birders, Traders, Whalers.
 - D. Explorers, Whalers, Traders, Blacks Birders, Missionaries.
27. The term **primitive** in the context of change in Solomon Islands means a society with;
- A. less complex things.
 - B. a huge population.
 - C. a lot of social problems.
 - D. people in a complex society.

“the modern education has raised a whole generation of Solomon Islanders which were not really Solomon Islanders .I think they will live to regret it.....”

Source: *Unknown*

28. According to the above statement the introduction of **Modern Education** is seen as a problem because it;
- A. teaches about immoral things.
 - B. creates a lot of educated people but with not enough jobs.
 - C. distances people from their local customs, values and traditions.
 - D. trains people with the knowledge and skills for the village life only.
29. The Malaitans’ point of view about the world during the primitive times was that they;
- A. were the first people to see the Europeans.
 - B. were aware of their surroundings far and near.
 - C. know nothing about the world beyond themselves.
 - D. were the only people who have existed in the world.
30. With the coming of the traders, Solomon Islanders lost some of their “Independence”. Which of the following statements below is TRUE?
- A. Solomon Islanders had lost their cultures.
 - B. The traders took over governance of the Islands.
 - C. Solomon Islanders became dependent on foreign goods and ideas.
 - D. Britain declared a protectorate over Solomon Islands at the same time that traders arrive.

Total marks for Section A: (1-30)



SECTION B: PROBLEM SOLVING EXTENDED WRITING (120 MARKS)

THIS SECTION CONTAINS 4 COMPULSORY QUESTIONS. EACH QUESTION HAS DIFFERENT NUMBER OF MARKS SO YOU MUST PLAN YOUR TIME PROPERLY. SUGGESTED TIME FOR THIS SECTION IS 2 HOURS 15 MINUTES.

31. CONFLICT APARTHEID (24 MARKS)

PART 1: PROBLEM SOLVING (10 MARKS)

Study the two sources (1 and 2) below and answer questions (a - j) that follow.

SOURCE 1

Soweto Student Uprising

On the morning of June 16, 1976, thousands of students from the African township of Soweto, outside Johannesburg, gathered at their schools to participate in a student-organized protest demonstration. Many of them carried signs that read, 'Down with Afrikaans' and 'Bantu Education – to Hell with it;' others sang freedom songs as the unarmed crowd of schoolchildren marched towards Orlando soccer stadium where a peaceful rally had been planned. The crowd swelled to more than 10,000 students. En route to the stadium, approximately fifty policemen stopped the students and tried to turn them back. At first, the security forces tried unsuccessfully to disperse the students with tear gas and warning shots. Then policemen fired directly into the crowd of demonstrators. Many students responded by running for shelter, while others retaliated by pelting the police with stones.

That day, two students, Hastings Ndlovu and Hector Pieterse, died from police gunfire; hundreds more sustained injuries during the subsequent chaos that engulfed Soweto. The shootings in Soweto sparked a massive uprising that soon spread to more than 100 urban and rural areas throughout South Africa.

(Source: <http://overcomingapartheid.msu.edu/>)

Read the information in Source 1 and from your own knowledge answer questions (a-f) that follow.

a) What year did the above incident happened?

(1 mark)

b) Explain ONE (1) reason why the students organised the protest or the demonstration.

(2 marks)

c) Explain how the South African Government justify their decision and action against the students' protest.

(2 marks)

d) State ONE (1) reason why students decided to carry signs and sang songs during the match?

(1 mark)

e) Explain ONE (1) reason why the crowd of students quickly increased into a much bigger one.

(2 marks)

f) Explain ONE (1) reason why the protesting spread to other regions throughout South Africa.

(2 marks)

PART 2: EXTENDED WRITING (14 MARKS)

SOURCE 2

The photograph below was taken by photojournalist Sam Nzima. It shows Mbuyisa Makhubu carrying a dead Hector Pieterse, who was shot by the apartheid police force on June 16th 1976 in Soweto. On the left-hand side of the photograph is Hector Pieterse's sister, Antoinette.

Using the information in Source 2 answer questions (g - j) that follow.



(Source: <http://overcomingapartheid.msu.edu/>)

- g) Explain the reactions from the faces of Mbuyisa Makhubu and Antoinette in the above photograph.

(2 marks)

h) What message does the photograph convey? Explain.

(i) Message: _____ (1 mark)

(ii) Explain _____

_____ (3 marks)

i) Explain TWO (2) reasons why the photograph by Sam Nzima became an **iconic image** both locally and internationally.

(i) _____

(ii) _____

_____ (4 marks)

j) Comparing Source 1 and 2, explain how the information in Source 1 supports the evidence in Source 2.

_____ (4 marks)

PART 3: PROBLEM SOLVING COMMONWEALTH (21 MARKS)

Part 3: A Problem solving (12 marks)

A Speech given by Her Majesty the Queen, Head of the Commonwealth, at the formal opening of CHOGM 2018.

An Extract

Prime Minister Muscat, Prime Minister May, Secretary-General, Ladies and Gentlemen,

Having on so many occasions been welcomed to opening ceremonies around the Commonwealth, it is a pleasure this time to welcome you to my own home.

Here at Buckingham Palace in 1949, my father met the Heads of Government when they ratified the London Declaration, which created the Commonwealth as we know it today - then comprising just eight nations.

Who then -- or in 1952, when I became Head of the Commonwealth -- would have guessed that a gathering of its member states would one day number 53, or that it would comprise 2.4 billion people?

Put simply, we are one of the world's great convening powers: a global association of volunteers who believe in the tangible benefits that flow from exchanging ideas and experiences and respecting each other's point of view.

And we seem to be growing stronger year by year.....

My family and I have been heartened by these and the many other programmes in which we are proud to play a part.

(Source: <https://www.royal.uk/speech>)

Study the extract above and with your own knowledge answer questions (a-f) that follow.

a) The extract above is part of a speech delivered by the Queen during the April 2018 CHOGM meeting held at the Buckingham Palace in England. What is the CHOGM and how often is it held?

(i) CHOGM: _____

(ii) How often: _____

(2 marks)

b) Define what the Commonwealth is.

(1 mark)

c) The queen was referring to the London Declaration signed at the Buckingham Palace in 1949. What is the importance of this declaration to the commonwealth?

(2 marks)

d) State any TWO (2) **characteristics** which all the members of the commonwealth have in common.

(i) _____

(ii) _____

(2 marks)

e) There are certain **core values** and **principles** that are promoted across the commonwealth. State any TWO (2) core values or principles of the commonwealth.

(i) _____

(ii) _____

(2 marks)

f) According to the extract, did the Queen see the Commonwealth as a success or failure? Provide evidence from the extract to support your answer.

(i) Success OR Failure? _____
(1 mark)

(ii) Evidence

(2 marks)

Part 3: B Extended writing (9 marks)

g) Explain TWO (2) reasons why some of the Commonwealth countries been suspended or **expelled** or voluntarily left the organisation but then later rejoined. Provide examples.

(i) _____

(ii) _____

(4 marks)

h) Do you think Solomon Islands should continue to remain a member of the commonwealth? Justify your answer with example(s).

(i) Yes OR No: _____
(1 mark)

(ii) Justify: _____

(4 marks)

32. PEOPLE AND DEVELOPMENT

DEVELOPMENT ISSUES (27 MARKS)

PART 1: PROBLEM SOLVING (20 MARKS)

a) Define the following terms.

(i) Development: _____

(1 mark)

(ii) Development indicators: _____

(1 mark)

b) GNP is one of the **Development Indicators**. Define GNP and explain how GNP is calculated.

(i) GNP definition: _____

(1 mark)

(ii) How GNP is calculated: _____

(2 marks)

c) Discuss why GNP is NOT always a good indicator.

(3 marks)

2015 Human Development Index

Country	Fiji	Kenya	China	Cuba	India
Key Dev Indicators					
GNP (Billion)	7.728	141.1	19,740	81.92	7,931
GNP(GNI) per Capita	8,660	2,990	14,400	7,150	6,060
Life Expectancy	70.12	66.7	76.09	79.9	68.3
Urban population	55.7	26.6	58.0	77.0	33.6
Annual pop growth %	0.7%	2.5%	0.4%	0.1%	1.1%
Adult Literacy	91.6%	78.%	95.1%	99.8	72.2%

Study the above statistics table about each country and answer questions (d-f) that follow.

d) Name the country with the HIGHEST population living in urban areas. Explain the level of development in that country.

(i) Name of the country: _____
(1 mark)

(ii) Level of development: _____

(2 marks)

e) Name the country with the LOWEST life expectancy. Explain the level of development in that country.

(i) Name of the country: _____
(1 mark)

(ii) Level of development: _____

(2 marks)

f) From the **development indicators**, which country do you think is MORE developed? Justify your answer by using data from Fig.1.

(i) Name of the country: _____
(1 mark)

(ii) Justify: _____

_____ (2 marks)

g) Fiji is a country seen to be developed according to some indicators but not others. Identify ONE (1) indicator from the table above that shows it is NOT and justify your answer.

(i) Indicator: _____ (1 mark)

(ii) Justify: _____

_____ (2 marks)

PART 2: EXTENDED WRITING (7 MARKS)

h) From the table (*2015 Human Development Index*), identify the **least** developed country. Give statistical evidence to support your answer and explain ONE (1) problem faced by this country.

(i) Country: _____ (1 mark)

(ii) Statistical evidence: _____

_____ (2 marks)

(iii) Problem faced: _____

_____ (2 marks)

i) If you are the President of Kenya, explain ONE (1) way you will help to address the high population growth rate in your country.
(i) _____

_____ (2 marks)

33. INDUSTRIAL AND URBAN GROWTH

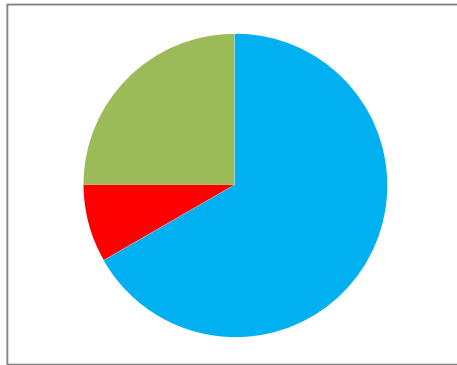
MODERN INDUSTRY

(24 MARKS)

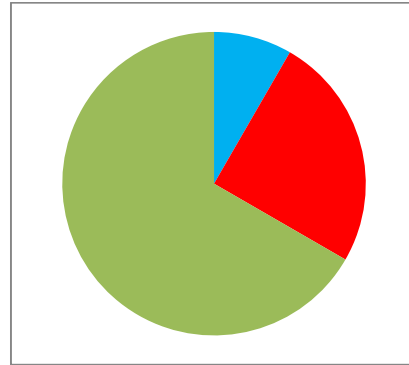
PART 1: PROBLEM SOLVING (13 MARKS)

Employment Structure of two Countries.

E



F



Primary



Secondary



Tertiary and Quaternary

Study the pie charts above and with your own knowledge answer questions (a - e) that follow.

a) Define what an **industry** is.

(1 mark)

b) State ONE (1) example of a type of job that can be offered in each of the categories of industries:

Primary: _____

Secondary: _____

Tertiary: _____

Quaternary: _____

(4 marks)

c) Which Pie Chart represent a **developed** country? Justify by giving a reason from the chart.

(i) Pie chart: _____
(1 mark)

(ii) Reason: _____

(2 marks)

d) Describe ONE (1) type of farming you would expect in the country represented by **Pie Chart F**.

(2 marks)

e) Discuss how the **employment structure** of the developing country is different from a developed country.

(3 marks)

PART 2: EXTENDED WRITING (11 MARKS)

f) Explain ONE (1) benefit of establishing **manufacturing industries** in Solomon Islands.

(i) _____

_____ (2 marks)

(ii) _____

_____ (2 marks)

g) State ONE (1) **challenge** investors will face when establishing a manufacturing company in Solomon Islands and suggest how to address this challenge.

(i) Challenge: _____
_____ (1 mark)

(ii) Solution: _____

_____ (2 marks)

h) Explain ONE (1) Environmental effect and ONE (1) Economic effect of any manufacturing industry.

(i) Environmental effect:

_____ (2 marks)

(ii) Economic effect:

_____ (2 marks)

34. CONTINUITY AND CHANGE

POLITICAL SYSTEM

(24 MARKS)

PART 1: PROBLEM SOLVING

POLITICAL SYSTEM

(13 MARKS)



Source: <https://www.google.com.sb/search?>

Photo No. 1



Source: <http://www.parliament.gov.sb/index>.

Photo No. 2

Study the above photographs and with your own knowledge answer questions (a – f) that follow.

a) The above photos represent two types of leaders that exist in Solomon Islands. What do we call these two types of leaders?

(i) Leader in **Photo No.1** _____

(1 mark)

(ii) Leader in **Photo No.2** _____

(1 mark)

b) Explain how these two types of leaders are chosen.

(i) Leader in **Photo No.1**

(2 marks)

(ii) Leader in **Photo No.2**

(2 marks)

c) State the **agent of change** that has brought about the kind of leaders as in photo No. 2.

(1 mark)

d) **Photo No.1** also represents two types of leaders in Solomon Islands. Name the two types of Leaders.

(i) _____

(ii) _____

(2 marks)

e) Explain TWO (2) ways the type of leader represented in **Photo No.2** is required to be a member of political party.

(i) _____

(2 marks)

(ii) _____

(2 marks)

PART 2: EXTENDED WRITING (11 MARKS)

f) A lot of leaders represented by **photo No.1** are no longer active today in their leadership roles. This has resulted in their followers losing the good values and behaviours expected to ensure peace and harmony prevail in communities.

Discuss TWO (2) factors that may contribute to this **inactive** leadership.

(i) Factor: _____

(3 marks)

(ii) Factor: _____

(3 marks)

A total of 333 candidates had contested for the 50 seats in the Parliament on the 3rd April 2019. Although some potential candidates may have been among the 50 successful candidates, other potential ones may have also lost with the 283 unsuccessful candidates.

There are also general concerns that some Members of Parliament are not performing their roles as expected.

This has led to some people suggesting that certain minimum criteria be used. This is to ensure that only those who meet this criteria can qualify to contest in National General Elections.

Read the above text and answer question g.

g) Do you agree with the above suggestion? Yes or No?

(i) Justify your answer and provide any TWO (2) examples of the criteria you think are important for a Member of Parliament to have in order to perform their national leadership roles.

(5 marks)

SISC – SOCIAL STUDIES 2019

CANDIDATE NUMBER					CENTRE NUMBER		
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SECTION A: MULTIPLE CHOICE (30 MARKS)

Write the letter of the correct answer in the box provided.

Example: If you consider A is the correct answer, write it like this:

To change your answer From A to C,

1	<input type="text"/>	16	<input type="text"/>
2	<input type="text"/>	17	<input type="text"/>
3	<input type="text"/>	18	<input type="text"/>
4	<input type="text"/>	19	<input type="text"/>
5	<input type="text"/>	20	<input type="text"/>
6	<input type="text"/>	21	<input type="text"/>
7	<input type="text"/>	22	<input type="text"/>
8	<input type="text"/>	23	<input type="text"/>
9	<input type="text"/>	24	<input type="text"/>
10	<input type="text"/>	25	<input type="text"/>
11	<input type="text"/>	26	<input type="text"/>
12	<input type="text"/>	27	<input type="text"/>
13	<input type="text"/>	28	<input type="text"/>
14	<input type="text"/>	29	<input type="text"/>
15	<input type="text"/>	30	<input type="text"/>

FOR MARKER USE ONLY

SECTION	MARKS	MARKER	CHECKER
A	30		
B	120		
TOTAL	150		
Marker/ Checker Initials			