

MARKER CODE

Student Personal Identification Number



Solomon Islands National Form Six Certificate

HISTORY

2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 hrs + 10 minutes reading time

INSTRUCTIONS

1. Answer THREE questions only. You MUST answer Question 1 (Compulsory) and two others from Questions 2-6. Tick the boxes of the questions you have chosen

Question 1		The Search for Security in the Nuclear Age, 1945--1990	Pages 1 - 10
Question 2		Causes of World War I, 1900 -1914	Pages 11 - 18
Question 3		The Origins of World War II, 1919 - 1941	Pages 19 - 27
Question 4		Gandhi and Modern India, 1915 - 1947	Pages 28 - 35
Question 5		The United States of America, 1920 - 1945	Pages 36 - 43
Question 6		Japan, 1912 - 1945	Pages 44 - 52

QUESTION 1

Compulsory

50 marks

80 minutes

QUESTIONS 2 – 6

Answer TWO questions

70 marks

100 minutes

Total

120 marks

180 minutes

2. Write all your answers in the spaces provided in this booklet. If you need more paper ask the supervisor.
3. Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page, on the back flap and on any extra sheets of paper you write your answers on.
4. Check that this booklet contains pages **2-54** in the correct order and that no page is blank. Page **53** has been left blank deliberately.

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

TOTAL MARKS

120

QUESTION 1: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE, 1945 – 1990

Part A - Resource Interpretation (10 marks)

Study the resource below and answer questions (I) to (V).

Inhabitants of West Berlin greet a plane bringing them supplies during the Berlin Blockade of 1948-49



Source: Contemporary Europe: A History, 9th Edition, Wilkinson J and Hughes H, 1998, p .440

- I. Name the **global event** in 1945 that led to the occupation and division of Germany?

(1 mark)

- II. What was the **key factor** that caused the event in the photograph?
Key factor

(1 mark)

III. State TWO reasons why the Western Powers decided to airlift all food supplies and other necessities to West Berlin?

Reason one

(1 mark)

Reason two

(1 mark)

IV. Identify TWO pieces of evidence from the picture that show the eagerness of the West Berliners to receive the plane?

(i)

(ii)

(2 marks)

V. Using your understanding of the event, describe ONE lesson each that Soviet Union and the United States learnt from the Berlin Blockade and Airlift?

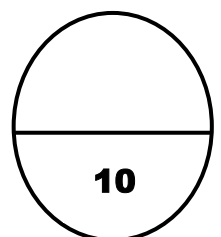
Soviet Union

(2 marks)

United States

(2 marks)

Q. 1: Part A.



Part B: Document Interpretation (10 marks)

Study the text below and answer questions (I) to (V).

Part of a Speech given by United States President to Congress, March 12 1947

At the present moment nearly every nation must choose between alternative ways of life. One way of life is based on the will of the majority and is distinguished by free elections, guarantees of individual liberty...

The second way of life is based upon the will of the minority forcibly imposed on the majority. It relies upon terror and oppression...

I believe that it must be the policy of the United States to support free people who are resisting attempted subjugation by armed minorities.... I believe that our help should be through economic and financial aid... The United States will be giving effect to the principles of the Charter of the United Nations.

... If Greece should fall under the control of an armed minority, the effect upon its neighbour Turkey would be immediate and serious. **Confusion and disorder** might well spread through the middle East...

Melanie Brewis: Search for Security in the Nuclear Age 1945 to the Present, p 18

I. Who made this speech in Congress?

_____ (1 mark)

II. List TWO types of lives referred to in the document.

a) _____

b) _____

(2 marks)

III. Name the TWO ways in which the United States foreign Policy of Containment was delivered.

Military _____

(1 mark)

Financial and Economic _____

(1 mark)

IV. List TWO reasons why the President would be particularly concerned if '**confusion and disorder**' spread throughout the Middle East?

a) _____

(1 mark)

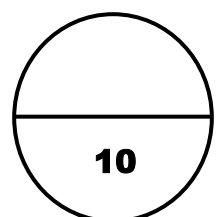
b) _____

(1 mark)

V. Explain ANY one way by which Russia respond to these Policy?

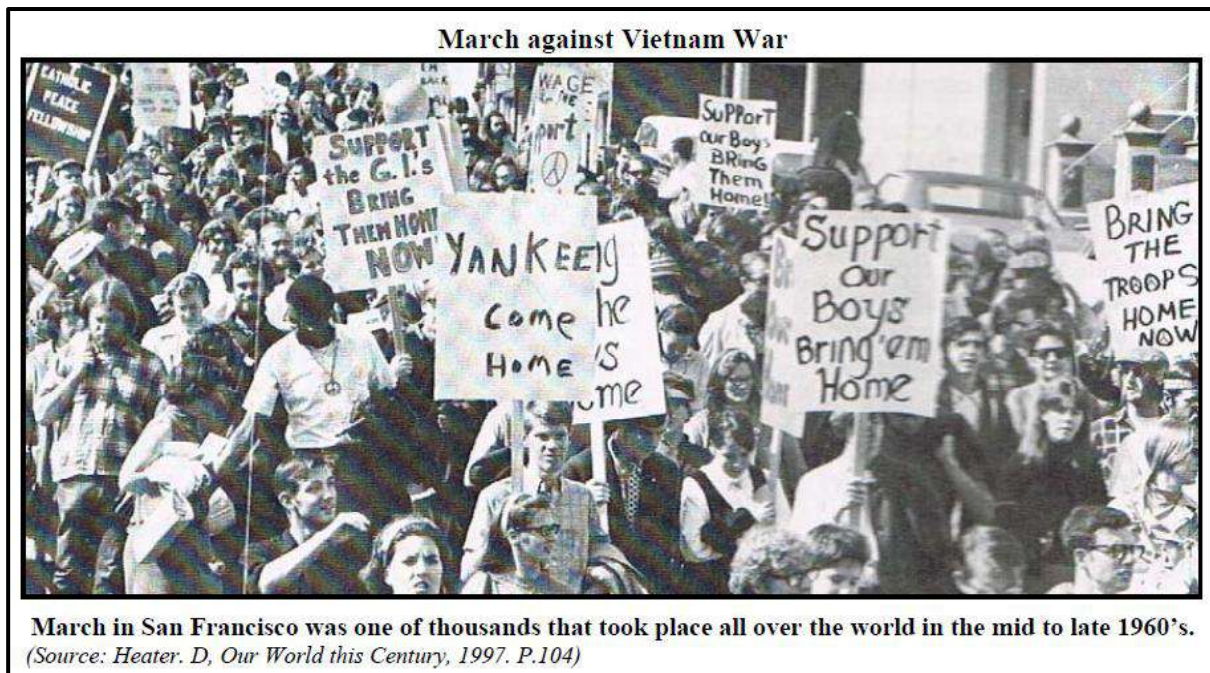
(3 marks)

Q. 1: Part B.



Part C: Resource Evaluation (15 marks)

Study the resources below and answer questions (I) to (VI).



- I. What year did the Vietnam War started and when did United States of America become involved?

Vietnam War started _____

USA Involvement _____

(2 marks)

- II. Why did America involve in this War? Give TWO reasons

a) _____

(1 mark)

b) _____

(1 mark)

III. Name the American President that transformed the conflict in Vietnam to a full scale military operation, the strategies used and an example

(a) President: _____

(b) Strategy: _____

(c) Example of the Strategy: _____

(3 marks)

IV. Give TWO pieces of evidence from the photograph that demonstrated American opposition of the War?

Evidence 1: _____

Evidence 2: _____

(2 marks)

V. List THREE consequences of this war on the American people.

(a) _____

(b) _____

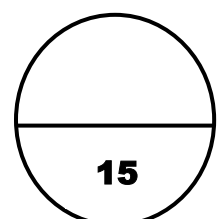
(c) _____

(3 marks)

VI. Explain ONE reason why the United States of America lost the war in Vietnam?

(3 marks)

O. 1: Part C.



Study the resource materials below and use your own knowledge to write an essay of 300-500 words or (2-3 pages) on the following;

- A cartoon by Gorbachev. On the left, a man in a suit and tie, representing the Soviet Union, holds a large hammer and sickle symbol. He is striking a man on the right who is holding a flag labeled 'AFGHANISTAN'. The man with the flag is being pushed back by the force of the blow. The cartoon is signed 'Gorbachev' in the top left corner.

By the mid 1970s the USA and the Soviet Union had been contesting control of the globe for over thirty years. "Cold War" was no longer an accurate description of their relationship, for their views of each other had matured, and to a certain degree warmed, after the confrontation over Cuba and the long bitterness of Vietnam. They continued to support their own clients, with arms and economic aid, but they were no longer willing to rush to the brink of nuclear war to hold on to, or to cancel out, a new advantage. It seemed that both the American and Russian leaders had learned something about great power weakness and responsibility.

He spoke of a long debate within the Soviet leadership, "before we saw things as they are, and became convinced that new approaches and methods are required for resolving international problems in today's complex and contradictory world, a world at the crossroads...."

The nuclear powers must step out from the nuclear shadow, and enter a nuclear free world, thus ending the alienation of politics from the general human norms of ethics."

Gorbachev, 1987.


A black and white photograph of Ronald Reagan and Mikhail Gorbachev sitting on a sofa during the Geneva Summit. Reagan is on the left, wearing a suit and tie, and Gorbachev is on the right, also in a suit and tie, holding a document. They are both looking towards the camera. The background shows a fireplace and some decorative items.

Reagan and Gorbachev at the Geneva Summit in November 1985

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[illegible]

[illegible]



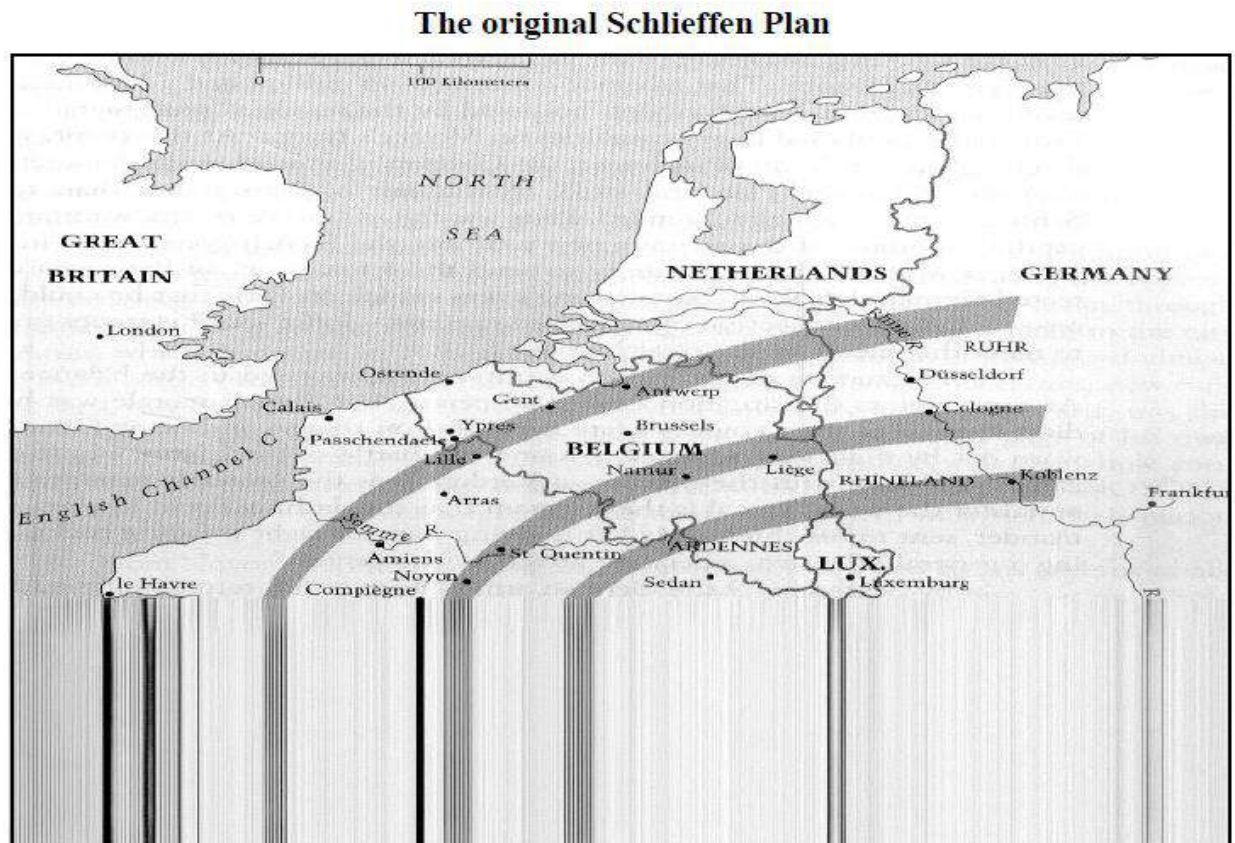
The diagram illustrates the addition of four circles labeled A, B, C, and D. Circle A contains 10 dots, B contains 10 dots, C contains 15 dots, and D contains 15 dots. The circles are arranged in a row, separated by plus signs. To the right of the circles is an equals sign followed by a box containing the number 50, representing the total sum of the dots in all circles.

ANSWER ANY TWO QUESTIONS FROM QUESTIONS 2-6
EACH QUESTION IS WORTH 35 MARKS
SPEND NO MORE THAN 50 MINUTES ON EACH QUESTION

QUESTION 2: THE CAUSES OF WORLD WAR 1, 1900-1914

Part A: Resource Interpretation (10 marks)

Study the resource below and answer questions (I) to (V).



Source: Wilkinson, J. & Hughes, H.S., *Contemporary Europe: A History, Ninth Edition*, Prentice Hall, New Jersey, USA, 1998, p.41

I. State TWO main objectives of the Schlieffen Plan.

Objective 1.

(1 mark)

Objective 2

(1 mark)

- II. According to the map on page 11, explain ONE obstacle that German army faced in achieving their Plan?

(2 marks)

- III. Who was the German Chief of Staff who carried out the Plan in 1914 and what change did he make to the Plan in the course of the war?

(a) Chief of Staff _____

(b) Change _____

(2 marks)

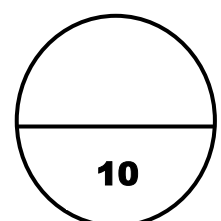
- IV. Explain how the change in the question (III.b) above exposed Germany to a war on two fronts?

(2 marks)

- V. Explain ONE way the Schlieffen Plan pushed Europe into war.

(2 marks)

O. 2: Part A.



Part B: Text Evaluation (10 marks)

Study the text below and answer questions (I) to (V).

Serbia recognizes that her rights were not affected by the **state of affairs created in Bosnia**, states that she will accordingly accommodate herself to the decisions to be reached by the powers in connection with Article 25 of the Treaty of Serbia in accepting the advice of the Great Powers, binds herself to desist from the attitude of protest and opposition which she assumed with regard to the annexation since October last, and she furthermore binds herself to alter the tendency of her present policy towards Austria-Hungary and **to live on the footing of friendly and neighbouring relations** with the latter in the future.

(Declaration made by the Royal Serbian Minister at the Court of Vienna, in the name of his government, to the imperial and Royal Government, 31 March 1909)

- I. What does the statement, '**state of affairs created in Bosnia**' in the text refers to?

(2 marks)

- II. What year did this '**state of affairs**' occur?

(1 mark)

- III. Give TWO reasons why Austria Hungary created this '**state of affairs**' in Bosnia.

a)

(1 mark)

b)

(1 mark)

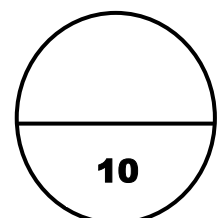
- IV. To what extent did Serbia abide to the statement, '**live on the footing of friendly and neighbourly relations**' with Austria?

(2 marks)

- V. Discuss **why** the Great Powers advice Serbia to desist from an attitude of protest and opposition?

(3 marks)

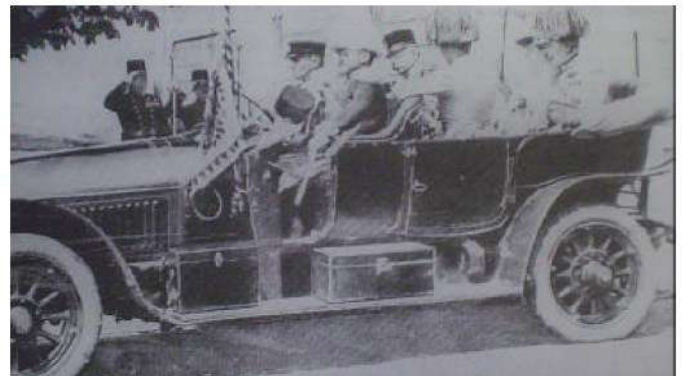
O. 2: Part B.



Part C: Short Essay (15 marks)

Study the resource materials below and using your own knowledge write an essay of 300-500 words (2-3 pages) to answer the following questions,

- Outline the major diplomatic and military developments in Europe from the late 1870s to the early 1900s. (1 page).
- How did these developments turn the Balkan crisis in June 1914 into a European war? (1-2 pages).



Archduke Ferdinand and his wife on their way to the Sarajevo Town Hall.

This drawing helps to explain the causes of the First World War. There was a Heap of Dry wood and an oil-soaked rag. The matches at the bottom had gone out, but in 1914 the match of Sarajevo lit the fire. The winds fanned the flames.

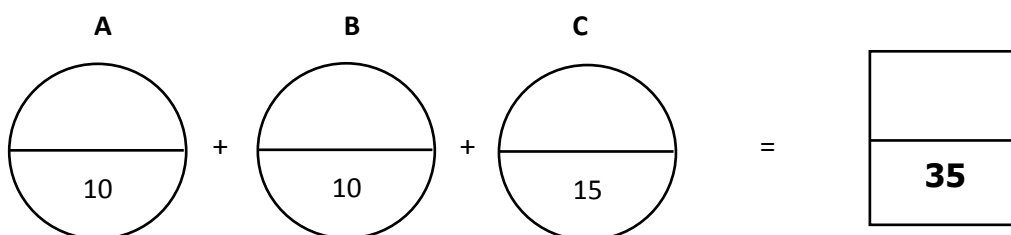
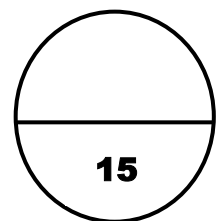
The Schlieffen Plan



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O. 2: Part C.

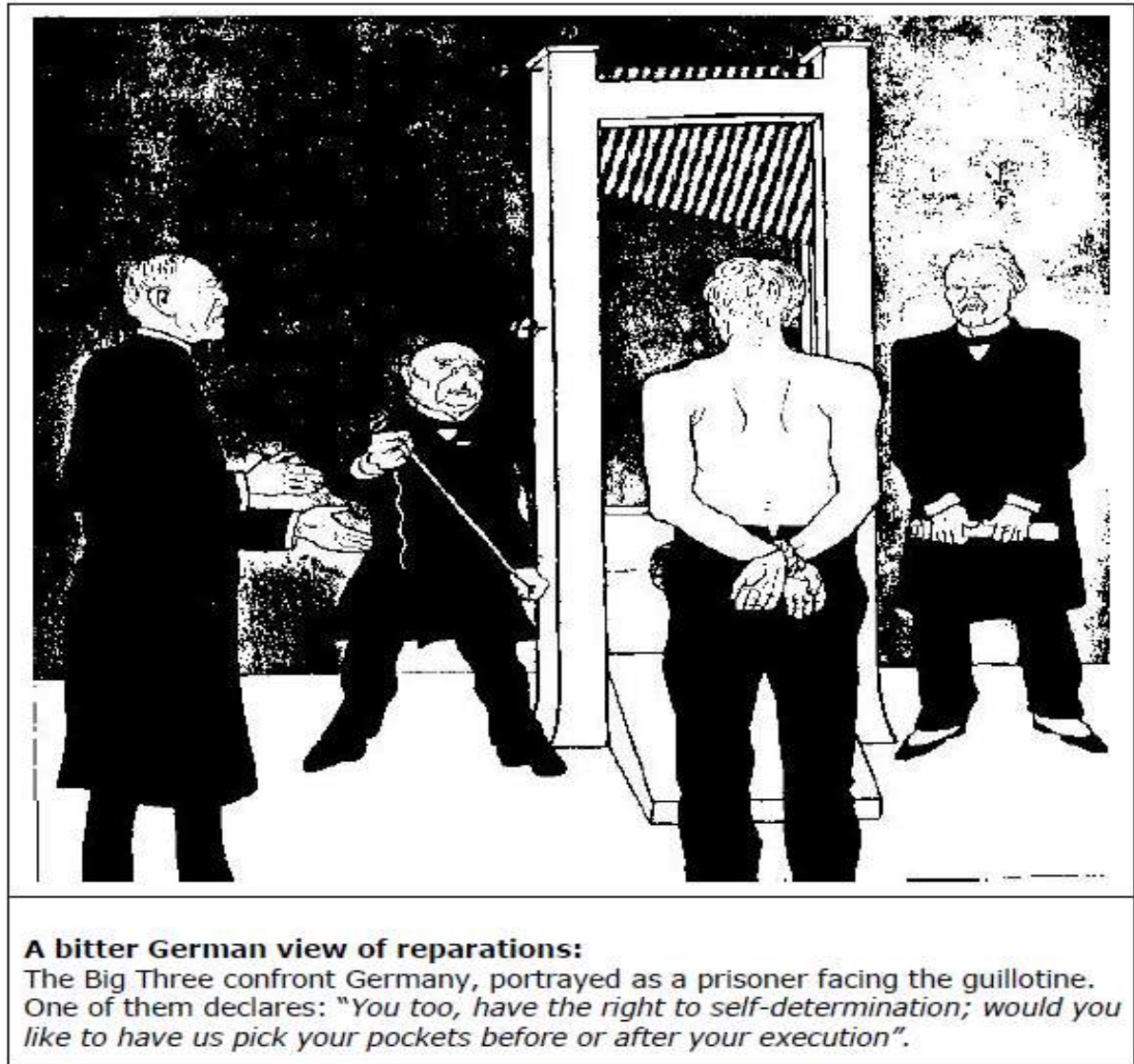


Total mark for QUESTION 2.

QUESTION 3: THE ORIGINS OF WORLD WAR II, 1919 – 1941

Part A: Resource Interpretation (10 marks)

Study the cartoon below and answer questions (I) to (V).



Source: Wilkinson, J. & Hughes, H.S., *Contemporary Europe*

I. Identify the '**Big Three**' (Countries) shown in the cartoon.

- (a) _____
- (b) _____
- (c) _____

(3 marks)

II. Define the term **reparations**.

(1 mark)

III. Why did the cartoonist portray Germany as a prisoner facing the guillotine?

(2 marks)

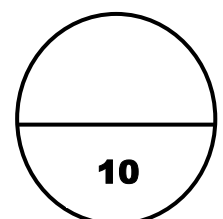
IV. Do you think the point of view on reparations presented on the cartoon on page 19 is fair? Yes/No. Justify your answer. _____

(2 marks)

V. How did this **view on reparation** contribute to the causes of the World War II?

(2 marks)

O. 3: Part A.



Part B: Text Comprehension (10 marks)

**Study the text below and answer the questions (I) to (VI).
Germany's claim to parity in arms**

The German's government's announcement of its intention to restore conscript training for army, navy and air forces puts a finish and gives a title to what has been going on in Germany for sometimes. It is of course open defiance to the treaty of Versailles... At the end of January 1934 the British Government... admitted 'the practical application of the principle of equality in Armaments' and frankly recognised that Germany and other states not at present entitled to military aircraft could not be asked to postpone for their long claim.

Source: *Sydney Morning Herald, 18 March 1935*

- I. Give ONE reason why Germany intends to restore conscript training to its armed forces as stated in the above extract?

(1 mark)

- II. Give the significance of Germany's intention to restore conscript training for army, navy and air forces?

(1 mark)

- III. Explain the significance of restoring conscript training on Hitler's foreign policy objectives?

(2 marks)

- IV. Explain ONE reason for the British reaction to Germany's announcement of restoring conscript.

(2 marks)

- V. Give TWO reasons that Germany's intention can be seen as an **open defiance** of the Treaty of Versailles.

Reason 1

(1 mark)

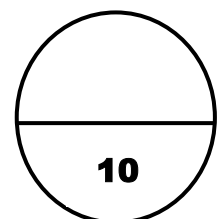
Reason 2

(1 mark)

- VI. Explain how was Germany's intention to restore conscript training affect its relationship with the League of Nations?

(2 marks)

O. 3: Part B.



Part C: Short Essay (15 marks)

Study the resource materials below and on page 24 and write an essay of 300 – 500 words (2-3 pages) to answer the following questions:

- Outline the main clauses in the Treaty of Versailles. (1 page)
- In what ways did the clauses in the Treaty of Versailles contribute to the outbreak of World War II? (1-2 pages).

Hitler plans to crush Poland

The Pole is not a fresh enemy. Poland will always be on the side of our adversaries. In spite of treaties of friendship Poland has always been bent on exploiting every opportunity against us..... No other openings can be seen in Europe..... There is therefore no question of sparing Poland and we are left with the decision: To attack Poland at the first suitable opportunity.

(Report on the Fuhrer's conference with the heads of the armed forces, 23 May 1939)

Source: *The Origins of the Second World War*, R.J.Overy, 1987, p104




Source: *International Relations between Two World Wars 1919 to 1939*, E.H.Carr, 1963 p7

Enthusiastic Austrians welcome Hitler to Vienna



Source: *The second world war*, A.Taylor, 1975 p31.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



QUESTION 4: GANDHI AND MODERN INDIA, 1915-1947

Part A: Resource Interpretation (10 marks)



- I. Name the TWO religious groups that were responsible for the incident shown in the photograph.

(1 mark)

- II. Name the important event that gave rise to the incident shown in the photograph. Give TWO reasons why this incident occurred.

Event _____

(1 mark)

Reason 1 _____

(1 mark)

Reason 2 _____

(1 mark)

III. State **TWO** ways in which Gandhi tried to solve the incident shown in the photograph on page 28.

1. _____
(1 mark)

2. _____
(1 mark)

IV. Give **TWO** evidences from the photograph on page 28 which showed the effect of the movement during the Indian independence.

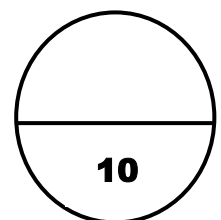
1. _____
(1 mark)

2. _____
(1 mark)

V. Explain why this event led to the assassination of Gandhi in 1948

(2 marks)

O. 4: Part A.



Part B: Text Comprehension (10 marks)

Study the text below and answer questions (I) to (V).

The Committee feels that it is no longer justified in holding the nation back from endeavouring to assert its will against an imperialist and authoritarian Government which dominates over it and prevents it from functioning in its own interest and in the interest of humanity. The Committee resolves, therefore, to sanction for the vindication of India's **inalienable right to freedom** and independence the starting of a mass struggle on non-violent lines on the widest possible scale, so that the country might utilize all the non-violent strength it has gathered during the last twenty two years of peaceful struggle. Such a struggle must inevitably be under the leadership of Gandhi and the Committee requests him to take the lead and guide the nation in the steps to be taken.
(All India Congress Committee's Resolution, 8 August 1942)

(Source: McLeod H. and Webb R, Gandhi and Indian Independence, 1998, p...95)

- I. Explain why the Committee felt that they were no longer justified in holding the nation back from fighting for independence.

(2 marks)

- II. Identify TWO words from the text that described **Congress's opinion** about British rule in India.

_____ and _____

(2 marks)

- III. Explain the meaning of the expression '**inalienable right to freedom**'.

(2 marks)

- IV. State the popular name given to the mass struggle referred to in the text and give an example.

(a) Name: _____

(1 mark)

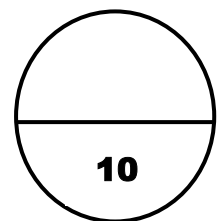
(b) Example: _____

(1 mark)

V. Explain why the Committee stated that the struggle must be led by Gandhi.

(2 marks)

O. 4: Part B.



Part C: Short Essay (15 marks)

Study the resources materials below and use them and your own knowledge to write an essay of 300 – 500 words (2-3 pages) on the following:

- a. Explain the tactics used by Gandhi to bring about Independence for India.
(1 page)
- b. To what extent can Gandhi take the credit for India gaining Independence
(1-2 pages).



Gandhi picking up salt on the Dandi seashore

GANDHI ON SATYAGRAHA

In the application of Satyagraha, I discovered in the earliest stages that.....one's opponent.....must be weaned from error by patience and sympathy..... And patience means self suffering. So the doctrine came to mean vindication of truth, not by infliction of suffering on the opponent, but on oneself.

(Gandhi and Indian Independence, McLeod H, and Webb R, 1998)



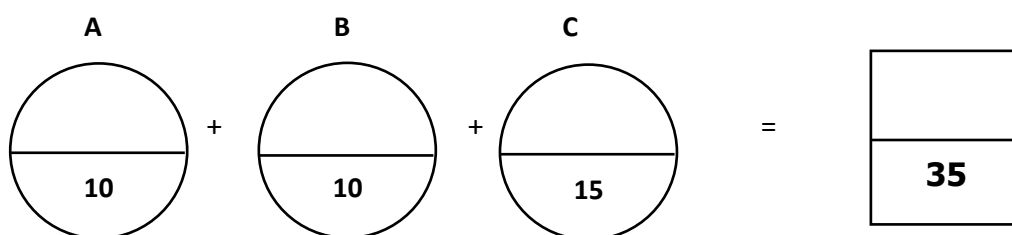
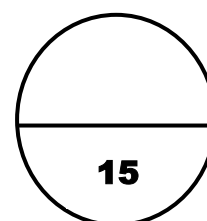
Gandhi spinning, 1925.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Q. 4: Part C.



Total mark for QUESTION 4.

QUESTION 5: THE UNITED STATES OF AMERICA, 1920 – 1945.

Part A: Resource Interpretation (10 marks)

Study the resources below and answer questions (I) to (VI).



Source: Sellers, Mayer et al. *As it happened: A history of the United States*, McGraw-Hill, Inc., New York, 1975, p. 695

- I. Give ONE way in which the cartoonist portrayed America's view about the outbreak of World War II?

(1 mark)

- II. Who is the figure seated at the desk and what was his view about the outbreak of World War II?

a) Figure _____

(1 mark)

b) View _____

(1 mark)

III. State TWO reasons why the gentlemen with the posters wanted the USA to "KEEP OUT OF WAR".

Reason 1:

(1 mark)

Reason 2:

(1 mark)

IV. Name the TWO sides that argued for and against United States involvement in the war.

a) Side for: _____
(1 mark)

b) Side against: _____
(1 mark)

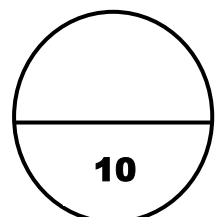
V. Explain the **event** that finally brought the United States into World War II

(2 marks)

VI. Give ONE reason for America's reaction to the outbreak of World War II.

(1 mark)

O. 5: Part A.



Part B: Text Comprehension (10 marks)

Study the text below and answer the questions (I) to (V).

The majority of people were hit and hit hard. They were mentally disturbed because they did not know when the end of all this was coming. There were a lot of suicides that I knew of. From nothing else but just because they could not see any hope for a better tomorrow. Part of them were farmers and part of them were businessmen even. They went flat broke and they committed suicide on the strength of it, nothing else. My husband was very bitter. That's just putting it mild. He was an intelligent man. He could not see **why, in such a wealthy country as this is, that there was any sense in so many people starving to death.**

(An Oklahoma woman)

(Source: Davies E., Aspects of Modern History, 1998, p.70)

I. Identify TWO causes of the Great Depression described in the text.

a) _____
_____ (1 mark)

b) _____
_____ (1 mark)

II. Give TWO quotes from the text to show why the majority of people were '**hit and hit hard**'.

a) _____
_____ (1 mark)

b) _____
_____ (1 mark)

III. From the above text, state TWO effects of this Great Depression.

a) _____
_____ (1 mark)

b) _____
_____ (1 mark)

- IV. Explain what this woman's husband meant by, "**why in such a wealthy country as this is, there were so many people starving to death**".

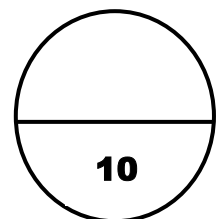
(2 marks)

- V. Who was the President that lifted America out of this Depression and what was his policy known as?

a) Name of President: _____
(1 mark)

b) Policy: _____
(1 mark)

O. 5: Part B.



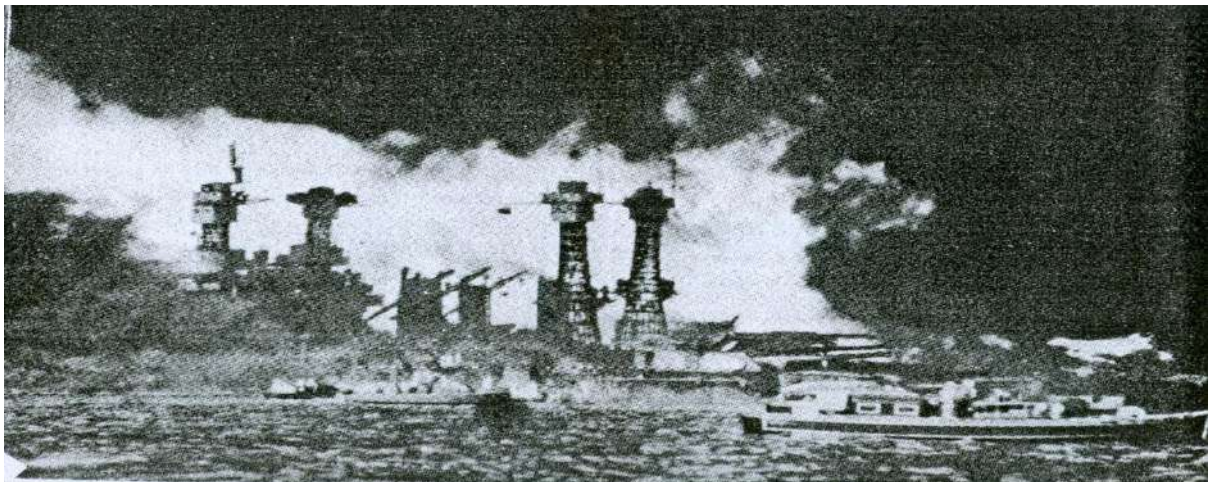
Part C: Short Essay (15 marks)

Study the resources below and use them and your own knowledge to write an essay of 300-500 words (2-3 pages) on the following questions;

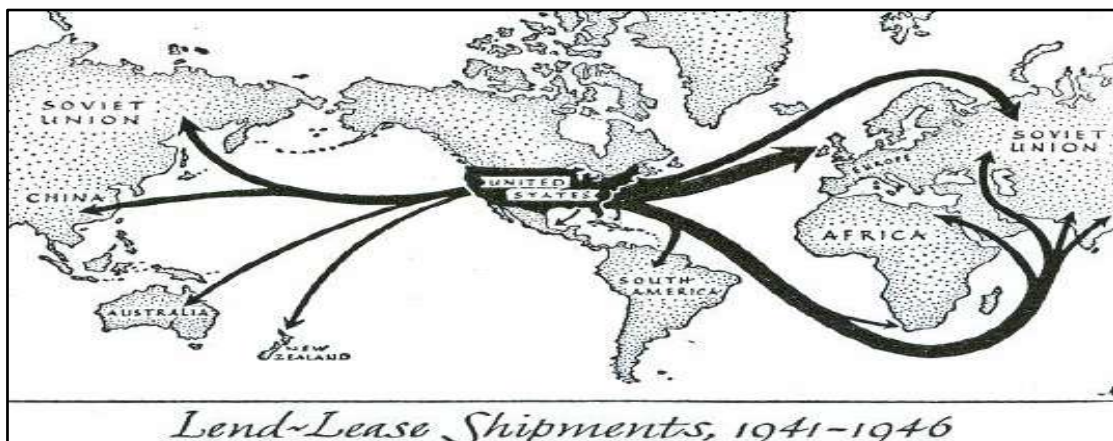
- Discuss the events that led to the entry of the United States into World War II. (1 page).
- Explain why United States was able to play a pivotal role in this war? (1-2 pages).

By 1940 the leaders of both political parties in the United States favoured aid to Britain. Roosevelt won the presidential election of that year and the Democrats strengthened their majorities in both houses of the Congress (the House of Representatives and the Senate). After the election, the defeated Republican candidate, Wendell L. Wilkie, called for national unity and support of Roosevelt's policy to aid Britain against the Fascist dictatorships. The British government, led by Winston Churchill, was running short of war equipment. Roosevelt proposed that the United States give arms to Hitler's enemies in the same way that someone would lend 'a length of garden hose' when a neighbour's house was on fire. To find out Britain's requirements, Roosevelt sent his most trusted adviser Harry Hopkins, to meet Churchill in January 1941. The result of this visit was the Lend Lease Act which was passed by both houses of Congress on the 11 March. It allowed the USA to lend, lease and transfer military goods and aid.

Source: J. O'Keeffe, America, 1870-1975, p.58

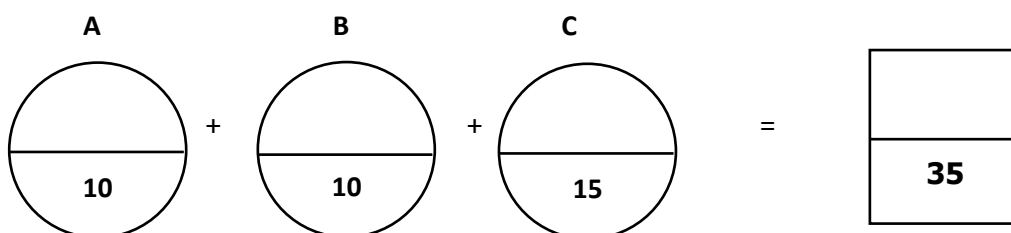
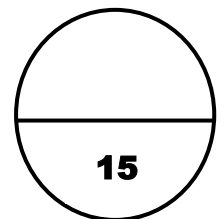


Above: The U.S.S. West Virginia and the U.S.S. Tennessee after the Japanese attack on Pearl Harbor, Dec 7, 1941



Source: Hitler vs Roosevelt, T. Bailey and P. Ryan, 1979, p 117

Q. 5: Part C.



Total mark for QUESTION 5.

QUESTION 6: JAPAN, 1912–1945

Part A: Resource Interpretation (10 marks)

**Study the resource below and answer questions (I) to (VI).
Demonstration against the Peace Preservation Law**



(Source: Simms R, Japanese Political History since the Meiji Renovation 1868 – 2000, 2001, p.136)

I. What year was the Peace Preservation Law introduced?

_____ (1 mark)

II. What is the aim of the Peace Preservation Law?

(1 mark)

III. Give ONE reason why the people in the photo were demonstrating against the Peace Preservation Law.

(1 mark)

IV. Give TWO evidences from the photo on page 44 that indicates people were demonstrating against the Law.

a) _____

(1 mark)

b) _____

(1 mark)

V. Name the group which formed the **Peace Preservation Law** and give TWO reasons for its formation.

a) Name of Group: _____
(1 mark)

b) Reasons:
1. _____

(1 mark)

2. _____

(1 mark)

VI. State TWO outcomes of this Peace Preservation Law.

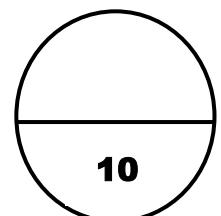
a) _____

(1 mark)

b) _____

(1 mark)

O. 6: Part A.



Part B: Text Comprehension (10 marks)

Study the text below and answer questions (I) to (V).

THE TWENTY ONE DEMANDS

I...Article 1. The Chinese Government engages to recognize all matters that may be agreed between the Japanese government and the German government respecting the disposition of all the rights, interests and concessions, which, in virtue of treaties or otherwise, Germany possesses vis-à-vis China in relation to the Province of Shantung.

II. Insofar as the Chinese Government recognizes Japan's predominant position in South Manchuria and eastern Inner Mongolia, the Japanese and Chinese governments hereby conclude provisions to the following effect...

Article 1. The High Contracting Parties mutually agree to extend the terms of the lease of Port Arthur and Dairen and the terms relating to the South Manchuria Railway and to the Antung-Mukden Railway, to a period of ninety nine years respectively.

V. 1. That only influential subjects of Japan be employed by the Central Government in an advisory capacity, in the conduct of military, financial and administrative affairs.

(Source: Japan in Modern History, Japanese school Textbook vol1, 1995, p.169)

- I. Describe the **Twenty One Demands** that was presented to the Chinese Government.

(2 marks)

- II. Explain why the Japanese Government chose the year 1915 to present these demands to the Chinese.

(2 marks)

- III. Give TWO purposes of the Demands.

a)

b)

(2 marks)

IV. Give TWO principal contents of the **Demands** referred to in the text on page 46.

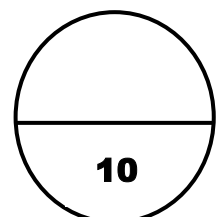
a) _____ (1 mark)

b) _____ (1 mark)

V. Describe ONE outcome of the Chinese reaction to the Demands.

(2 marks)

O. 6: Part B.



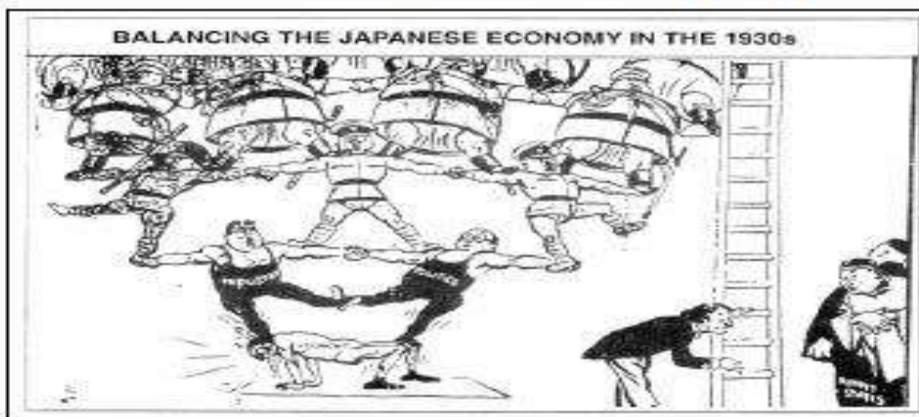
Part C: Short Essay (15 marks)

Study the resource materials below and using your own knowledge write an essay of 300 – 500 words (2-3 pages) on the following questions.

- Why did Japan adopt a policy of overseas expansion in the 1930s? (1 page)
- How did it affect the Japanese economy (1-2 pages)

Iron and Steel Production (in thousand metric tons)		
Year	Pig Iron	Finished Steel
1896	26	1
1906	145	69
1913	243	255
1920	521	533
1925	685	1,043
1929	1,087	2,034
1931	917	1,663
1936	2,008	4,539
1937	-	5,800
1949	1,549	3,100
1955	5,136	9,407
1959	9,446	16,629
1960	11,896	22,141

Penney & Ash: Economic Development, Whitcoulls

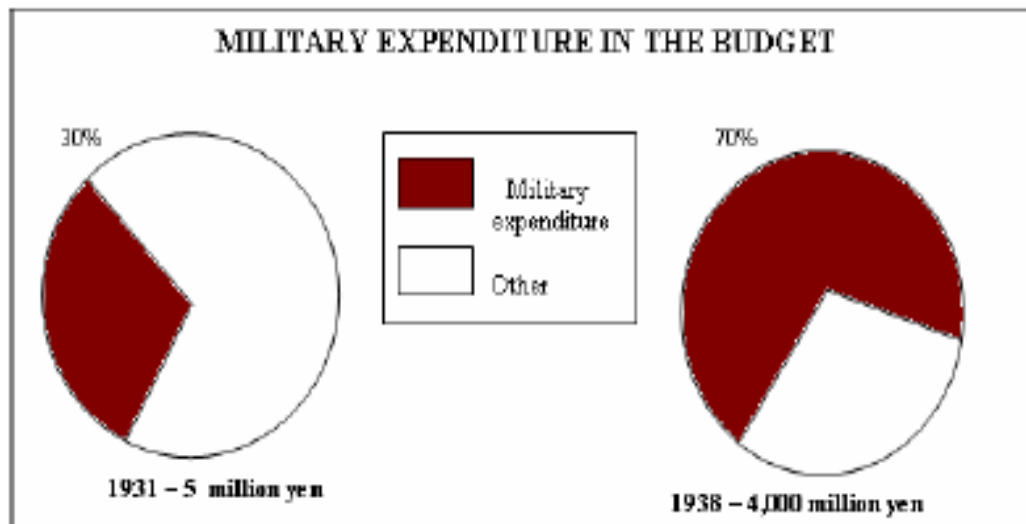


J. Rich, Asia's Modern Century, Longman Cheshire, 1979




General Tanaka, leader of the militarist, became premier in 1927 and toasted the victory of the war party.

Source: S. Warsaw, Japan Emerges p 85



Source: Penny and Ash, *Economic Development*, Whitcoulls, 1975



Total mark for QUESTION 6.

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Student Personal Identification Number
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HISTORY

2017

For Candidate use only

Number of extra sheets used.
Write NIL if there are none.

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FOR MARKER USE ONLY

QUESTION	MARKER	CHECK MARKER
1	50	
2 – 6 (any TWO questions)	No. _____ 35	
	No. _____ 35	
TOTAL	120	