

Achievement Standard 91003

Interpret sources of an historical event of significance to New Zealanders

History

1.3

Externally assessed 4 credits

Achievement Standard 91003 (History 1.3) involves interpreting sources of an historical event of significance to New Zealanders.

AS 91003 asks you to:

- understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
- understand how people's perspectives on past events that are of significance to New Zealanders differ
- interpret sources *in depth*.



What do you have to do for the AS 91003 exam?

The AS 91003 exam consists of three questions in paragraph form based on a number of generic, de-contextualised sources. The sources are intended to *not* be based on something you have previously studied in your Level 1 History course. You are *not* expected to have prior knowledge of the topic provided. Sources could range from the Spanish Influenza of 1918 and its effect on New Zealand to the black civil rights movement in the USA and how it influenced groups such as the Polynesian Panthers in New Zealand. Other examples include: Passchendaele, Maori Land March, Waterfront Strike 1951, the end of Six o'Clock Closing.

Make sure you read *all* the sources provided to get a clear understanding of the topic you are required to answer questions on. This gives you a clearer, more informed view of what the topic is.

The examination usually has three sections, each with its own question.

- QUESTION ONE asks you to explain how the particular event or issue affected New Zealanders – you must refer specifically to the resources to support your answers.
- QUESTION TWO asks you to look at how a range of New Zealanders viewed the issue given, based on the resources. Choose your groups from the list provided and refer specifically to the sources in your answer.
- QUESTION THREE asks you to answer in detail about the usefulness and/or reliability of a particular source. You will need to refer to *bias*, *limitations of evidence* and other sources in your answer.

What is a source?

A **source** is a place you get information/resources from. Sources can take many different forms and usually, in an exam setting, include some or all of the following: documents, pictures, graphs, maps, articles, speeches, cartoons, posters, websites and textbooks.

Primary and secondary sources

Historical sources are the basis for history study and research. These take two forms:

- **primary sources** – usually considered to be closest to or from the time period; usually considered to be first-hand accounts from when the event took place or when the issue was current – can consist of (but are not limited to) photographs, diary entries, letters, speeches, films, transcripts or newspaper articles from the time

- **secondary sources** – very common, and include the textbooks you use in class, websites and most books from the history section of the library; considered to be second-hand accounts of an event or issue and usually written after the time period, they are generally based on research gathered from primary sources that try to make an informed reconstruction of past events.

Historical skills

Resource interpretation requires the demonstration of a variety of historical skills, including:

- interpreting an idea or ideas
- distinguishing facts
- interpreting and analysing perspectives
- evaluating usefulness
- evaluating reliability
- commenting on bias
- discussing the limitations of evidence and the need for additional information.

Usefulness and reliability

A source can be both *useful* and *reliable*:

- *useful* means how valuable the source is (to an historian) – may be partly based on reliability, but also includes other information; you must assess the *purpose* of the source
- *reliable* refers to how accurate and correct the source is and thus how much it can be relied on or be depended on (for an historian) – need to assess the purpose of the source in deciding whether it can be relied on to satisfy that purpose.

A source can be unreliable but also useful and you must be able to acknowledge the differences – e.g. a newspaper article from Australia explaining why the ‘underarm bowling incident’ was fair may be unreliable for showing New Zealanders’ perspectives, but is useful for showing how the event was viewed by people elsewhere.

Terms helpful for preparing for AS 91003 (History 1.3) include the following:

- **bias** – have a preconception of something or prejudice about someone, often in a way that is considered unfair
- **fact** – indisputable information that can be used as evidence
- **limitation** – restriction or restraint
- **opinion** – belief, view or judgement not necessarily based on fact
- **perspective** – people’s views on a particular matter
- **resource** – types of evidence used by historians to explain or describe past events
- **supporting evidence** – information that supports whether a statement, view or belief, is valid.

How to interpret a source

Before starting your answers, look at the sources provided and consider the following.

- What information can you find from looking at the source? – i.e. name of author, date, newspaper, country of origin, language used, publication, reason for publication. Primary? Secondary? Bias?
- Who is identified, or what is portrayed, in the source?
- What is shown in the source?
- What message does the source give?
- What does the source say about the historical background?
- Think about the ‘big picture’. How does the source fit in the context of the issue/event? What does each source as a ‘snapshot’ of the time period tell you? What insight does the source give to people who might be studying this area of history? Why might the source be important?

By taking these questions into account, you can get a better idea of what you are looking at and how you are going to answer the questions.



NCEA Level 1 Questions

In the 91003 exam, you will be provided with two booklets – a resource booklet containing sources and a question booklet which you will use to write your answers in the spaces provided.

2012 Questions

You should attempt all questions.

There are three Questions and 11 sources (Introduction and Sources A–J).

UNEMPLOYMENT DURING THE GREAT DEPRESSION

INTRODUCTION

The Great Depression of the 1930s had a significant impact on the whole of New Zealand society, bringing mass unemployment, which was followed by major social and economic changes.

New Zealand's economy had struggled throughout the 1920s as agricultural prices fell at the end of the First World War, but new levels of hardship hit when the New York (Wall Street) stock market crashed in 1929. The economic and social effects of this stock market collapse spread rapidly around the Western world, quickly impacting Britain, which was New Zealand's major trading partner.

New Zealand suffered because it depended almost entirely on the British market. Earnings from exports plummeted and farmers reacted to this by cutting their spending. This had a ripple effect through the rest of the New Zealand economy as the demand for goods and services fell. Farmers also faced a debt crisis because many were unable to meet mortgage payments, which resulted in some of them "walking off the land".

In the days before the Welfare State*, work relief schemes were the only government support, even when reported unemployment hit 15%. These schemes were controlled by an Unemployment Board to make sure there was "no pay without work". The available work was rationed, and was sometimes meaningless and often in isolated, rugged areas that separated married men from their families.

A few New Zealanders remained wealthy, some even benefiting from reduced prices, and they were able to still buy luxury goods and live the "high life". Some of the "better-off" New Zealanders, however, worked to help the poor through charitable committees. They collected and distributed money, food, and clothes and organised fundraising events.

With little government assistance available, the numbers of people in need were greater than what community-self-help and charitable organisations were able to assist. This led to riots in Dunedin, Auckland, and Wellington in 1932. The government's response to this was to pass tougher 'public safety' laws, send unemployed men to remote labour camps, and tighten the relief rules even further. In 1935, the majority of New Zealanders – Māori and Pakeha, urban and rural – voted for the Michael Joseph Savage-led Labour Party, electing a government that offered new solutions to the economic and social problems that they were experiencing.

* a country where the government assumes responsibility for the welfare of the people in areas such as health care, education, and employment.

SOURCE A

The Great Depression of the Thirties

For New Zealand, as for most of the Western world, the Great Depression of the early 1930s was the most shattering economic experience ever recorded. Exports fell by 45% in two years, national income by 40% in three ... at the worst point of the depression, the number of unemployed may have exceeded 70 000.

The sharpest price fall was that of wool, which declined by 60% from 1929 to 1932; meat fell a good deal less. The dairy price index continued to fall until 1934; dairy farmers tried to make ends meet by increasing production during the Depression and in doing so forced the export prices of butter and cheese still lower.

The Depression was, in fact, aggravated by New Zealand's extreme unpreparedness to meet it. Despite New Zealand's early reputation as a "social laboratory", her social services had in fact fallen behind those of many other countries in the post-1918 years, and the country entered the Depression without even the modest provision for unemployment relief by which the British industrial worker was protected. The policy of the Coalition Government formed in September 1931 was on the whole unenterprising and unenlightened.

As elsewhere, the chief concern was to balance the budget, though overseas borrowing continued until 1933. Some of the public works that formed the main relief measure were, however, useful. Especially notable were the schemes for the development of Maori land (conceived before the Depression, but speeded up essentially as relief work), which accorded well with the marked resurgence of the Maori people since the late nineteenth century; and the planting of exotic trees in the centre of the North Island, which was to lead to a thriving development of forest products 20 years later.

Source (adapted): 'The Depression of the Thirties', *An Encyclopaedia of New Zealand*, edited by A. H. McLintock, originally published in 1966, Te Ara – the Encyclopedia of New Zealand, updated 22 April 2009, <http://www.TeAra.govt.nz/en/1966/history-economic/7>

SOURCE B

Estimated unemployment in 1933			
Ethnicity and gender	Number unemployed	Labour force	Rate of unemployment
European male adults	57 352	415 500	13.8%
European male minors	8 075	58 500	13.8%
European females	9 068	129 068	7.0%
Maori males	8 500	21 000	40.5%
Maori females	1 700	4 800	35.4%
TOTALS	84 695	628 868	13.5%
Estimated New Zealand Population 1 547 100			

Source of table (adapted): K Rankin (Economics Department, University of Auckland), *Unemployment in New Zealand at the Peak of the Great Depression*, paper for the 1994 Conference of Economic History Association of Australia and New Zealand, viewed 14 March 2012, <http://keithrankin.co.nz/NZunem1933/>

SOURCE C

Māori and welfare

During the Depression, 40% of the male Māori workforce was unemployed whereas the Pākehā unemployment rate was only 12%. According to Tipene O'Regan (Ngāi Tahu): "In the 1930s, Māori were denied the dole on a belief that they could look after themselves better than Pākehā by living off the land". Other sources claim, however, that 'unemployment' benefits were available to Māori but were paid at a much lower rate and were harder to obtain. At least one relief scheme paid a single Māori man nine shillings and sixpence per week, whereas his Pākehā counterpart was paid between twelve and seventeen shillings and sixpence depending on whether he lived rurally or in a main centre.

The Labour Government theorised about equality for Māori and Pākehā and acted to abolish unequal benefit rates in 1935, but there is evidence that, in practice, discrimination persisted.

Official papers state that where Māori shared in social security provision, benefits were paid at lower rates. The practice of paying Māori less, because they lived communally and shared living expenses, persisted. The sharing of benefit payments was seen as a misuse, much as it is today when beneficiaries do not declare their living arrangements. For Māori, the assumption that they shared was tacit*. In order to receive a European level of benefit, Māori had to live like Europeans.

* understood or implied without being stated.

Source: L Mitchell, May 2009, *Māori and Welfare: Te Oranga o te Iwi Māori: A Study of Māori Economic and Social Progress*, Working Paper 5, New Zealand Business Roundtable, pp. 11–12, viewed 34 March 2012, <<http://www.nzbr.org.nz/site/nzbr/files/publications/maori%20and%20welfare%20by%20lm%20final.pdf>>

SOURCE D

Household economies

We all remembered our mothers' economical housekeeping ... nothing was wasted. They saved the dripping¹ from the Sunday roast and sometimes baked with it, or made it into soap to use in the laundry. Jan remembers eating bacon fat as a savoury spread instead of butter on bread.

They turned² the collars on shirts, and cut worn sheets down the middle and sewed the outside edges together to make them last longer or made pillow slips with the good parts. The sleeves were turned in hand-knitted jerseys to postpone holes developing in the elbows, and when the jerseys wore into holes they were unpicked, the wool was washed and that wool was made into a smaller garment or combined with other wool for a striped jersey. Fair Isle³ patterns were popular, partly as they used up small amounts of wool.

Smaller children were often dressed in garments that were made from the good parts of bigger clothes. Helen remembers her mother having her tailored suit turned to show the new-looking underside of the fabric.

"Everything was mended", Jan commented. "Women would have a sock basket and mend holes while they chatted. We used a wooden shape with a metal clip round to hold the sock in place." Socks were made of pure wool which wore out at the toes and heels, so holes occurred very often.

Sugar and flour bags highly valued

If the budget allowed, families bought sugar in large quantities – a 32 kg bag made of jute. Joan recalls how much these bags were valued and remembers them being turned into aprons and oven cloths. They were embroidered and used for cushions, too. The Women's Division of Federated Farmers had a competition for the most attractive article made from a sugar bag and lots of woollen embroidery featured in the prize-winning articles. This is why the time of the Great Depression of the 1930s is often referred to as 'The Sugar-bag Years.' Flour was also bought in large quantities; this came in softer cloth bags which were used for pillowcases, stitched together for sheets or used to line children's trousers to prevent chafing by the coarse worsted fabric of the sugar bag.

Source of extracts (adapted): *Growing up in New Zealand 1925–1950: Part 1 – Household Economies And Food*, April 2000, NZine, viewed 21 March 2003, <http://www.nzine.co.nz/features/guinz25-SO_part1.html>

1 fat

2 re-used (turned over to put the frayed side underneath)

3 multi-coloured design

SOURCE E

A gathering at a Wellington soup kitchen, c. 1932 (Alexander Turnbull Library).



Source: Soup kitchen, Wellington. Negatives of the *Evening Post* newspaper. Ref: EP-8645B-1/2-F. Alexander Turnbull Library, Wellington, New Zealand. <http://natlib.govt.nz/records/22839295>

SOURCE F

Unemployed men and boys from the Penrose relief camp in Auckland, constructing a fence during the Great Depression.



Source: Unemployment relief work during the Depression. Negatives of the *Evening Post* newspaper. Ref: 1/2-044670-F. Alexander Turnbull Library, Wellington, New Zealand. <http://natlib.govt.nz/records/22816236>

2011 Questions

You should attempt all questions.

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INTRODUCTION

Conscription in World War I, 1914–1918

‘Conscription’ means to force men to register for military or naval service.

An early form of conscription was introduced in New Zealand under the Defence Act of 1909, which provided for the compulsory military training of males aged 14 to 25. Not everyone wanted it. In the first year that the Act applied, 3 197 youths were prosecuted for not reporting for training. By 1913, this number had risen to 7 030 and organisations like the Anti-Militarist League and the National Peace Council had been set up to lead opposition to the Act.

With the start of World War I came growth of patriotism, and many young New Zealanders believed that the war would be ‘a great adventure’ they did not want to miss. These ideas led many men to join the army in the early stages of the war, but by the end of 1915 the Government was under pressure to increase New Zealand’s military force. Following Britain’s example, political leaders began discussing new measures to register New Zealanders of military age. Debate began and opinions started to divide. Two pieces of legislation were at the centre of the discussion:

- The National Registration Act, 1915 – a census of the country’s manpower of military age and a survey on their willingness to serve in the armed forces.
- The Military Services Act, 1916 – introduced a conscription system, based on a monthly ballot, to run alongside voluntary enlistments.

Sources (adapted):

Paul Baker, *King and Country Call: New Zealanders, Conscription and the Great War* (Auckland: Auckland University Press, 1988), pp. 11–12.

Elsie Locke, *Peace People: A History of Peace Activities in New Zealand* (Christchurch: Hazard Press, 1992), pp. 35–42.

SOURCE A

New Zealand’s pre-war planning was organised around fielding a two-brigade force with up to 25% ‘wastage’ – losses to death, wounding and illness – per month for the infantry, or men at the frontline. That meant 3 000 fresh men would be needed every two months. By 1916, British planners were predicting that the war would last until at least 1919, and New Zealand had to be careful with its manpower. In 1915, there were some 160 000 men of military age, but there was doubt in Wellington as to whether that was enough to support a larger force ...

Minister of Defence Sir James Allen agreed to form a New Zealand division in February but warned the British that New Zealand was “quite unable to provide the guns” for the additional brigade ... “There were concerns in New Zealand that the men might not be available.”

Source (adapted): Matthew Wright, *Shattered Glory: The New Zealand Experience at Gallipoli and the Western Front* (Auckland: Penguin Books, 2010), p. 168.

SOURCE B

New Zealand Expeditionary Force: Cumulative numbers of men sent and casualties				
By the end of	Men sent	Running total of casualties (killed or wounded)		
Sep 1914	1 510			
Dec 1914	12 060			
Mar 1915	14 650	3 200 (Gallipoli) 6 970 (Gallipoli) 7 260 (National Registration Act)		
Jun 1915	19 290			
Sep 1915	22 380			
Dec 1915	30 360			
Mar 1916	38 490	7 300	The Military Services Act is passed in August. Balloting begins in November.	
Jun 1916	47 900	8 840		
Sep 1916	54 520	17 550 (Battle of the Somme 1)		
Dec 1916	60 900	20 870 (Battle of the Somme 1)		
Mar 1917	67 040	22 280	30 000 (Battle of Messines) 33 720 (Passchendaele) 44 760 (Passchendaele)	
Jun 1917	76 900			
Sep 1917	81 710			
Dec 1917	88 220			
Mar 1918	90 810	48 300	57 900 (Total killed or wounded)	
Jun 1918	95 670	51 780		
Sep 1918	99 480	56 960		
Dec 1918 (end of WWI)	100 660			

Source (adapted): Paul Baker, *King and Country Call: New Zealanders, Conscription and the Great War* (Auckland: Auckland University Press, 1988), Appendix 5, p. 245.

SOURCE C

The volunteer system came to an end with the National Register of December 1915. In late October and early November, the Government asked all eligible men (those between the ages of 19 and 45) whether they were prepared to join the army.

Of the 187 593 men who replied, 58% were prepared to serve overseas, 23% were prepared to serve in a civil capacity in New Zealand, while 18% rejected both. A breakdown of the 'noes' showed that nearly a third were single or married men with no dependants.

On top of the other recruiting problems at this time, it seemed that there were more than 10 000 fit and able New Zealand men avoiding their responsibilities. A further 24 000 rejected any type of voluntary service alongside the 43 425 who refused to fight overseas.


With this information, pressure for conscription intensified considerably. MPs who had been silent on the issue until now, came out in favour of conscription and resolutions in support of it were passed by business and farming organisations, local bodies and a few moderate unions. It was given further support by a bill for the conscription of single men, which was passed by the British parliament on 5 January 1916.

Source (adapted): David Grant, *Field Punishment No. 1: Archibald Baxter, Mark Briggs and New Zealand's Anti-militarist Tradition* (Wellington: Steele Roberts, 2008), p. 21.

SOURCE D

1.3

Please exhibit in a conspicuous place.

DOMINION OF  NEW ZEALAND.

WAR CENSUS.

NATIONAL REGISTRATION ACT, 1915.

BY PROCLAMATION issued under the above Act, EVERY MALE Resident of New Zealand between the ages of SEVENTEEN and SIXTY is required to register NOT LATER THAN TUESDAY, 9th NOVEMBER, 1915.

A PERSONAL SCHEDULE


must be filled in by every person to whom the Proclamation applies. The schedule, on being completed, is to be placed in the addressed envelope provided, and handed to an officer of the Post and Telegraph Department, or posted to the Government Statistician at Wellington. POSTAGE FREE.

SCHEDULES ARE AVAILABLE AT ALL POST-OFFICES THROUGHOUT THE DOMINION.

Any person who fails to furnish the particulars required, or who makes any false statement, is liable to

A FINE OF £100 OR IMPRISONMENT FOR SIX MONTHS.

The Register to be compiled is purely a CIVIL REGISTER for the purpose of ascertaining the resources of the Dominion in men, and the registration DOES NOT INVOLVE ENLISTMENT, NOR IS IT IN SUBSTITUTION FOR THE PRESENT SYSTEM OF ENLISTMENT. Those desirous of enlisting can obtain enlistment forms at the nearest post-office or Defence Office.

 **WARNING!** The obligation to register is a personal one. The fact that a form has not been addressed to or received by any person DOES NOT ABSOLVE HIM from responsibility to register. ANY PERSON LIABLE TO REGISTER WHO REFUSES, FAILS, OR NEGLECTS TO DO SO WILL BE PROSECUTED.

ALL INFORMATION WILL BE STRICTLY CONFIDENTIAL.

(BY ORDER.) **MALCOLM FRASER,**
Wellington, 18th October, 1915. Govt. Statistician.

Source: Alexander Turnbull Library, Reference: eph-d-war-wi-1915-01.

Answers and explanations

Achievement Standard 91003 (History 1.3): Interpret sources of an historical event of significance to New Zealanders

2012 Questions

Question One

p. 9

The Great Depression had an impact on New Zealand as it caused change for New Zealand socially, politically and economically. There was social change as many people faced hardships due to economic change. In the *Introduction*, it shows the social effects on farmers, who “faced a debt crisis because many were unable to meet mortgage payments”. People also suffered from lack of available work, and work often “separated married men from their families” (*Introduction*), which was a disruption in the lives of these families. Also, “riots in Dunedin, Auckland, and Wellington in 1932” (*Introduction*) occurred as people tried to deal with the crisis. Children were also affected by the Great Depression, with many of them forced to leave school to “take any work, at however small a wage, to help the family survive” (Source H).

Although the question said *Refer to the Introduction and Source A when answering this question*, it is acceptable to use other sources to support your ideas.

Economic change affected New Zealand in a number of ways. New Zealand’s economy struggled, as “Exports fell by 45% in two years, national income by 40% in three ...” (Source A). This affected all of New Zealand as the state of the economy worsened. Prices of goods and services fell, such as wool, which “declined by 60% from 1929 to 1932” (Source A). This affected New Zealand as suppliers’ income fell and the economy was thrown into turmoil. There was also political change that had an impact on New Zealand, as “in 1935, the majority of New Zealanders ... voted for the Michael Joseph Savage-led Labour Party” (*Introduction*). This marked a political change due to the Great Depression which affected New Zealand as people sought a solution to their hardships. The Great Depression had an impact on New Zealand as it brought hardships and change to New Zealand socially, economically and politically.

Question Two

p. 10

Although you were asked to explain how two groups of New Zealanders were affected by the Great Depression, answers are given for six groups to assist with your understanding.

Group: Unemployed workers

Unemployed workers were affected by the Great Depression as they suffered hardships when they performed relief work. Source G shows “Workers pulling a chain harrow ... This sort of work was usually done by horses.” This evidence shows that unemployed workers had to perform extremely difficult work – the sort of work not suited for humans. Source H states that,

“Single unemployed men were sent to camps in isolated areas and usually lived in primitive conditions ... The men were paid ... sometimes as little as five shillings a week.” Unemployed workers often suffered the hardships of living in less-than-ideal conditions and barely earning anything for what little work they did get. This made relief work difficult and unrewarding.

Group: Māori

Māori were affected by the Great Depression as they suffered due to the fact that they were not treated equally to Pākehā. Source B shows that while 13.8% of European (Pākehā) male adults and 13.8% of European (Pākehā) male minors were unemployed in 1933, 40.5% of Māori males were unemployed. The clear difference between the percentages shows that Māori unemployment was more of an issue than was Pākehā unemployment. In Source C, it is stated that, “At least one relief scheme paid a single Māori man nine shillings and sixpence per week, whereas his Pākehā counterpart was paid between twelve and seventeen shillings and sixpence”, which suggests that the unemployment issue for some Māori was not dealt with in the same way as the issue of unemployment for Pākehā. This was not fair.

Group: Single men

Single men were affected by the Great Depression as they were forced to relocate to isolated areas and work on either construction or drainage, often living in very poor conditions. This is shown in Source H, which states that single men lived in “primitive conditions”, and worked for very little pay on “road construction or drainage works” – thus backing up the idea that single men were forced to work on construction or drainage while living in poor conditions since there was “usually no bathing facilities or laundry areas”, with huts which often “had no floors” and that would become muddy during “heavy rain” when the “camp became a sea of mud”. This idea is further reinforced by Source F, which displays a picture of unemployed men and boys constructing a fence. This backs up the previously mentioned idea about men working in construction as the men are shown building a fence in ragged clothing, some with no shoes on, further showing the idea of poor and “primitive” living conditions as mentioned in Source H.

Group: Married women

Many unemployed husbands were put onto relief schemes that were not always close to their family; thus, married women had to take on additional roles. However, there was very little work for married women, as shown in Source H: “Few married women could help by going out to work ... except perhaps doing housework for the well-off”. Women were forced to stay at home and be resourceful with what they had, “sewing articles from sugar and flour bags, patching clothes, making new garments out of old ones” (Source H). A further example of frugality is found in Source D, where women were forced to use “economical housekeeping” due to the circumstances. “They saved the

dripping from the Sunday roast ... made it into soap to use in the laundry". They also "turned the collars on shirts", and used sugar and flour bags to make articles of clothing or household goods – "Flour was also bought in large quantities; this came in softer cloth bags ... used for pillowcases, stitched together for sheets ...". Women (as the housekeepers) also had to ration food, turning to preserving what they could from their gardens, as mentioned in Source H. The Great Depression made women inventive and practical in how they looked after their families.

Group: Single women

Single women during the Great Depression were not in a good position, as stated in Source H: "Their situation was desperate" as they had "no husband to support them, there was no dole". Some wealthier families, who could afford it, would pay for "a woman to come and give household help". Those who had children but no husband were also in a "sad situation, unfortunately not uncommon at the time". The woman mentioned in Source H was "living with two children in real poverty in a damp basement flat ... She had no husband to provide for them ... Her son would regularly walk along the railway line to pick up coal." The life of single women (with or without children) at this time was wretched beyond belief, and there was very little others could do to help them out of their terrible situation due to widespread unemployment and the depressed economic situation.

Group: Farmers

New Zealand was an agriculture-based society that relied immensely on its trade with Britain. As Britain was adversely affected by the worldwide depression, our trading virtually ground to a halt. As explained in the *Introduction*, in New Zealand "exports plummeted and farmers reacted to this by cutting their spending", which in turn had an impact on the economy, as "the demand for goods and services fell." Source A states "dairy farmers tried to make ends meet by increasing production during the Depression and in doing so forced the export prices of butter and cheese still lower", which supports the idea that through overproduction and a drop in the demand for goods, farmers were making the economic situation worse for themselves. Further to the problems of overproduction, "Farmers also faced a debt crisis because many were unable to meet mortgage payments, which resulted in some of them "walking off the land" (*Introduction*). The situation for farmers was no better than that of most other members of New Zealand society during the Great Depression.

Question Three

p.11

Two conclusions that historians and other writers have made about why the Great Depression was significant to New Zealanders are that New Zealanders were affected in a negative way socially and in a negative way economically. The Great Depression was significant due to its importance to the people who experienced it. Mass unemployment, a negative economical consequence of the Great Depression, occurred, causing people to lose jobs or income important for their survival. Source B shows that 13.5% of New Zealand workers were unemployed, meaning they were earning little to no income. The social importance of the Great Depression includes the struggles families faced, as "The available work was often rationed, and was sometimes meaningless and often in isolated, rugged areas that separated married men from their families" (*Introduction*). Families were separated, disrupting New Zealanders socially.

The Great Depression had huge negative effects on New Zealanders' lives economically. The extremely high rates of unemployment meant that New Zealanders were forced to live off goods and services at lesser standards than had previously been the case. As Source D states, "nothing was wasted" due to

the economic struggles people lived with. This had an impact on lives as people did such things as "eating bacon fat as a savoury spread instead of butter on bread" (Source D). Some people whose lives were affected negatively in a social sense by the Great Depression included single unemployed women. In Source H, it states: "For single women or mothers with no husband to support them, there was no dole." This shows the prejudice exhibited towards women during the Great Depression. Single unemployed men were offered relief work, but "usually lived in primitive conditions" (Source H) – shows that socially, those who were unemployed suffered standards of living that were less than ideal. This was significant to New Zealanders because their lives were affected in a negative way, since if they were unemployed they suffered horrible conditions in life. The Great Depression affected a great number of New Zealanders economically in a negative way. In Source B, it is shown that 13.5% of New Zealanders were unemployed and in Source A it is seen that, "at the worst point of the depression, the number of unemployed may have exceeded 70 000." This is significant, as in Source B it is stated that the estimated population was 1 547 100, showing that unemployment affected a large number of New Zealanders. The Great Depression was socially significant to New Zealanders due to the diverse range of people who were affected. Source B shows that a range of people of different races and genders were impacted, including European males and females and Māori males and females. Historians can conclude that the Great Depression impacted New Zealanders negatively in a social way as a huge range of people were affected. The Great Depression may also have been significant to New Zealanders as it lasted over a prolonged time period, starting in 1929 (shown in the *Introduction*) and through the 1930s to at least 1935, as it is seen that in 1935 people voted for the Labour Party for the "new solutions to the economic and social problems that they were experiencing". The Great Depression was significant enough that it is still documented as recently as 1994 (Source B) and 2009 (Source A).

Two conclusions that historians have made about why the Great Depression was significant to New Zealanders were that it affected them negatively both economically and socially. It was significant as it disrupted things highly important to New Zealanders, had a negative impact on the lives of many, and affected a huge number of New Zealanders.

2011 Questions

Question One

p.21

The following annotated 'Excellence' answer was written under exam conditions by Millie Davies, Rangitoto College.

The NZ Government decided to introduce conscription into NZ because there were not enough volunteers to support what the British Empire estimated they would need. In Source A, it states that, 'there was doubt in Wellington as to whether that [160 000 men] was enough to support a larger force'. This shows that the NZ government did not think the current amount of men they had would suffice. Also, from Source A, 'There were concerns in New Zealand that the men might not be available'. This shows how the government put conscription into place as they did not feel they could rely solely on volunteers. Also, too many eligible men were skipping out of their responsibilities. From Source C, 'more than 10 000 fit and able New Zealand men [were] avoiding their responsibilities. A further 24 000 rejected any type of voluntary service.' The active defiance from NZ men to fight shows that the government could see that it was not likely many men would change their mind, and so, from Source C – 'pressure for conscription intensified'. The government introduced conscription because they had a duty to the British Empire and could not risk not being able to fulfil requirements. From Source E, 'New Zealand's duty was perfectly clear: it was to assist the Empire to win the war ... The worst insult that could be inflicted on them would be our failure to send the reinforcements which the military experts said were required'.

Generalisation given to answer the question – establishes what the rest of the answer will be about.

Specific **Source** referred to as per the exam question.

Direct quote from the **Source** used to back up the generalisation given in the topic sentence.

Explanation of the **Source** as to how it answers the question and supports the generalisation made initially.

Further reference to **Source A** to support student's answer.

Another reason given to answer the question.

Another **Source** referred to, with a quote as supporting evidence.

Further evidence provided from another **Source** supplied in the exam.

Question Two

p.22

The following annotated 'Excellence' answer was written under exam conditions by Year 11 student Millie Davies, Rangitoto College.

Group	Perspectives/views on conscription
Iwi	Iwi had conflicting views on conscription. From Source F, while 'Many iwi were happy to participate in the war', one iwi which was not was the Waikato. This is because, 'in that [the Waikato] war they lost the greater parts of their lands, taken by the Crown.' Iwi used this grievance as their excuse not to participate in the war. However, it seemed that it was only the Waikato who held this view as, from Source G, 'It was argued that other iwi had 'done their bit'.' This shows that other iwi believed that all men should follow conscription, with no exceptions.
Government ministers	Government ministers believed conscription was necessary. From Source I, 'Sir Joseph Ward ... told a Dunedin audience that while he disagreed with conscription, he "would vote for it if necessary to enable us to keep our obligations to the Empire"'. However, other ministers, such as Sir James Allen, thought that conscription was very good as he kept it in place, despite the conflict, and the fact that (Source I) 'more men [were] enlisting voluntarily than required to meet this obligation [to the Empire]', showing that although conscription was not needed, some ministers still wanted it in place.

Statement given to show points of view of the first group given.

Source referred to, and evidence given to support answer.

Further evidence used to support previous statement.

Another perspective given.

Evidence given to support previously stated perspective.

Further explanation of perspective given.

Perspective stated.

Evidence used to support this perspective.

Another perspective given with supporting evidence (direct quote from the **Source**) to show depth of understanding on the topic of conscription.

Summary sentence used – shows further understanding of the perspective.