

# Achievement Standard 91231

## *Examine sources of an historical event that is of significance to New Zealanders*

HISTORY

2.3

Externally assessed 4 credits

### Assessment criteria

Achievement	Achievement with Merit	Achievement with Excellence
Examine sources of an historical event that is of significance to New Zealanders.	Examine <i>in-depth</i> sources of an historical event that is of significance to New Zealanders.	<i>Comprehensively</i> examine sources of an historical event that is of significance to New Zealanders.

### Introduction

Assessment in the Achievement Standard 91231 exam will be based on **historical sources**. Historical sources used will not be tied to specific topics, even those with New Zealand contexts. The set of sources used, however, will be based on an event of significance to New Zealand. This could be an international event that took place outside New Zealand. Examples of sources that could be used include:

- articles
- cartoons
- documents
- graphs
- map
- pictures
- speeches
- text books.

### Examining sources

Examining sources involves using historical skills such as *close reading*, *comprehension* and *extraction of meaning* to show your understanding of the sources.

- ‘Examine sources’ involves using one or more historical skill(s) to show understanding of sources. Showing understanding involves selecting and explaining evidence relevant to the question being investigated.
- ‘Examine sources *in-depth*’ involves using one or more historical skill(s) to show a thorough understanding of sources. Showing thorough understanding involves selecting detailed evidence relevant to the question being investigated and explaining it.
- ‘*Comprehensively* examine sources’ involves using one or more historical skill(s) to show perceptive understanding of sources. Showing perceptive understanding involves ‘reading between the lines’ to draw conclusions that go beyond the immediately obvious, and/or to raise relevant questions (where appropriate) that demonstrate a high degree of engagement with the source. It could involve selecting and explaining evidence with an awareness of the limitations of either the evidence or the basis for making assumptions about it.

You should seek to demonstrate your understanding by linking selected evidence to concepts such as *continuity and change*, *intent and motivation*, *cause and effect*.

An awareness of the limitations of sources should seek to demonstrate understanding of perspectives, reliability and bias. It is important to demonstrate your understanding of both the usefulness of evidence and also its lack of usefulness.

## ***The AS 91231 examination***

The AS 91231 (History 2.3) exam requires paragraph answers. A variety of sources will be used which candidates need to interpret.

You could be asked to explain:

- perspectives
- reliability and bias
- continuity and change
- cause and effect.



## 2012 Questions

Year 2012  
Ans. p. 75

### INSTRUCTIONS

Before you begin reading the Sources A–C in Part A, **read the introduction** below. This introduction will provide the context for the sources.

#### INTRODUCTION

##### The Australasian Federation debate

In 1901, the individual colonies of New South Wales, Tasmania, Victoria, Western Australia, Queensland, and South Australia joined to form the Federation of Australia. From 1860 onwards, there had been discussions about whether or not New Zealand should become a part of this Federation. The Australasian Federation League had branches throughout New Zealand. In the end, New Zealand rejected the offer.

#### TASK

You are an historian who has begun researching the Australasian Federation debate.

You are required to write a brief report (**Part B**) based on your initial findings. Use the questions provided with each source to guide you.

Provide a good range of relevant evidence, such as statistics, names, dates, short quotes from the sources and source analysis.

In **Part A**, there are FIVE sources of information. Analyse these five sources to help you write your report in **Part B**.

As you analyse the sources in Part A, you may do any or all of the following:

- highlight or underline important information on the sources
- make draft notes in the 'your brief notes' space provided with each source (using as much or as little of the space as you wish)
- use any other useful forms of identifying information.

**Use your draft notes from Part A to help you write your report in Part B.**

The **Excellence** criterion in this standard requires you to be 'perceptive' in your responses. To show this deeper understanding of the sources, you could:

- go beyond the immediately obvious information in the sources in order to draw conclusions
- if appropriate, note two or three relevant questions that the sources might raise in an historian's mind, which they might wish to investigate further
- where appropriate, consider who created the source and for what purpose.

Year 2012  
 Ans. p. 75

### Part A

#### Source A: Australasian Federation Conference, 1890

- a. Examine the photograph below carefully. Identify what it tells you about the nature of government in Australia and New Zealand at the time.



Source: [http://nla.gov.au/nla.pic-an1429211\\_0](http://nla.gov.au/nla.pic-an1429211_0)

#### 'The Australasian Federation Conference, 1890'

Representatives shown in the photo came from each of the Australian colonies, as well as New Zealand. They met in 1890 to discuss the joining of the colonies to create a single country. They met again in 1891.

Your brief notes (for use in Part B, page 11)

**Sources B1–C2**

- a. Sources B1, B2, C1, and C2 show that different individuals/groups had different perspectives on New Zealand joining the Australian Federation.
- b. Using these sources, identify and explain **TWO** different perspectives.

Historians always look for patterns in the evidence, such as continuity and / or change over time. **Using the same sources as a., identify and explain ONE OR MORE of these patterns.**

**Source B1: The attitude of New Zealand**

New Zealand has not thrown in her lot [joined] with the Australian family. In fairness to my government and my countrymen I think it will not be wrong for me to state simply the difficulties and views which have so far made them hesitate to join Australia.

New Zealand has drawn relatively few settlers from the other side of the Tasman Sea. Of the thousands of gold diggers who flocked across to Otago and Westland in the 1860s, far the greater number were Britons who had spent but a short time in Australia, and had not taken on Australian ways. Not only that, but from the first, the bulk of our trades has been with Britain. London is New Zealand's great market and its financial centre; and New Zealanders read the books and newspapers, buy the clothes, surround themselves with the trees and flowers and speak with the accent of England or Scotland.

The shortest sea voyage between the two countries measures 1 200 miles in a straight line. The Tasman Sea is deep, unsheltered and swept by rough winds, and the passage takes at least four and a half days. Before the coming of the white man there was no connection between New Zealand and Australia ... the sea is a barrier between the two communities. What concern has New Zealand in Australian railways, Australian river navigation, irrigation, or the trade along Australia's coastline? And how would it advantage New Zealand to have her post-office, her telegraphs and telephones, her light-houses, to say nothing of her railways controlled from an office standing a hundred miles on the other side of Sydney?

Your **brief notes** (for use in Part B, page 11)

The Māori are brown Polynesians, very different from the Australian 'blackfellows'. None of the Australian beasts or reptiles, none of the eucalyptus and acacias [types of trees] which are common features of Australian plant-life, ever found their way across the Tasman Sea. Some people think that the two branches of the British race inhabiting each country are already developing different characteristics. At any rate, the great spaces, large cities, immense farms / stations and semi-tropical climate of Australia are tending to distinguish her social and industrial life from that of New Zealand.

The majority of New Zealanders – as far as I can judge – seem far from persuaded that it is either their destiny or in their interest to become an Australian province ... to many the thought of surrendering a part of their valued independence, and of being controlled by the opinions and interests of Melbourne and Sydney is far from welcome. They are proud of their lonely but beautiful country; to most of them their own self-government is dear, and seems a thing worth preserving in its completeness.

Source: *The Attitude of New Zealand* by W. P. Reeves. William Pember Reeves was a prominent New Zealand politician in the 1890s. When this article was written, he was Agent General (High Commissioner) living in London.

First published in the *Empire Review* 1901. The *Empire Review* was a monthly magazine published in London. Reprint of this article was sponsored by the New South Wales Centenary [100 years] of Federation Committee. University of Sydney Library 2001.

# Achievement Standard 91233

## *Examine causes and consequences of a significant historical event*

HISTORY

2.5

Externally assessed 5 credits

### **Assessment criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Examine causes and consequences of a significant historical event.	Examine <i>in-depth</i> causes and consequences of a significant historical event.	<i>Comprehensively</i> examine causes and consequences of a significant historical event.

### **Introduction**

In the Achievement Standard 91233 exam, you will be asked to write an essay examining the causes and consequences of a significant historical event. You will be given a list of significant historical events. You may choose an event from this list, or choose one you have studied during the year.

The AS 91233 exam is made up of two key components:

- the **causes** of a significant event
- the **consequences**.

You need to ensure that the topic you choose to write about is a *significant event*. A good way to ensure that it is significant is to ask your teacher, or ask yourself, "What impact did this event have on the topic (e.g. Nazi Germany, Vietnam) as a whole?"

For example, the following events are significant as they all had a large impact upon the world.

- Hitler's rise to power
- The outbreak of World War Two / Invasion of Poland
- The Tet Offensive, 1968
- Dien Bien Phu (1954)
- The Declaration of American Independence (1776)
- The Holocaust
- Cuban Missile Crisis

The AS 91233 exam is in the form of a broad essay – this has pluses and a minus for the candidate.

The pluses are that you can practise your writing before the exam, and hone your response. The minus is that everyone only has an idea of what to revise prior to the exam. The challenge is to present a piece of writing that:

- meets the Achievement criteria
- is clear and logical
- is well argued
- addresses the question with appropriate specificity.

A key point needs to be noted. You will be asked to *examine* the causes and consequences of the event. *Examine* means providing an explanation of both the causes and consequences – this is different from ‘describing’.

### Example

When *describing* the weather, you tell someone what it is like, such as:

‘Today is cloudy and raining.’

When *examining* the weather, you would provide an explanation of *why and how* it is cloudy and raining, such as:

‘It is cold and raining because of a cold front moving over New Zealand. This front has come from the south, and has brought a lot of rain from the Southern Ocean.’

For ‘Excellence’, you must also ensure that a thorough explanation of the links between the causes and the event is made.

### Example

An Excellence AS 91233 response would comprehensively explain why the situation in Germany during the Great Depression led to political upheaval – which Hitler benefitted from, in being appointed Chancellor.

An Excellence AS 91233 response would also explain insightfully, or comprehensively, at least two consequences of a significant historical event. A thorough explanation of the links between the events and their consequences also contributes towards ‘Excellence’.

### Example

An Excellence AS 91233 response will comprehensively explain why and how the Nazi ideology of ‘Ein Volk, ein Reich, ein Führer’ had a significant impact on German society after the Nazis came to power in 1933.

## Planning

In the AS 91233 exam, you will be likely to get a planning template that looks the one that follows. It is highly recommended that you fill this in. This is because:

- it clarifies your thoughts before you start writing
- it shows you have prepared thoroughly prior to the exam
- it helps you ‘tackle’ the question, and will aid you if you need more ideas during the examination
- there is a clear link between planning essays and gaining higher grades.

## PLANNING PAGE

**Causes of the key event:**

**Consequences of the key event:**

# Answers and explanations

## Achievement Standard 91231 (History 2.3): Examine sources of an historical event that is of significance to New Zealanders

### 2.3 2012 Questions

#### Part A

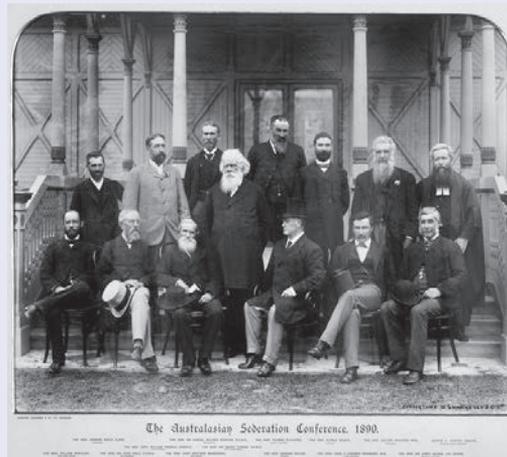
p. 4

Source A: Australasian Federation Conference, 1890

- a. Examine the photograph below carefully. Identify what it tells you about the nature of government in Australia and New Zealand at the time.

Identity of individuals unclear.

High-quality, formal clothing.



Judge/lawyer robes.

Source: [http://nla.gov.au/nla.pic-an1429211\\_0](http://nla.gov.au/nla.pic-an1429211_0)

#### 'The Australasian Federation Conference, 1890'

Representatives shown in the photo came from each of the Australian colonies, as well as New Zealand. They met in 1890 to discuss the joining of the colonies to create a single country. They met again in 1891.

On-going issue

#### Your **brief notes** (for use in Part B)

- All older males.
- Identity/place of the New Zealand representative? i.e. New Zealand's importance relative to Australia.
- Federation an important issue, as shown by the holding of annual conferences.

**Source B1 : The attitude of New Zealand**

New Zealand has not thrown in her lot [joined] with the Australian family. In fairness to my government and my countrymen I think it will not be wrong for me to state simply the difficulties and views which have so far made them hesitate to join Australia.

New Zealand has drawn relatively few settlers from the other side of the Tasman Sea. Of the thousands of gold diggers who flocked across to Otago and Westland in the 1860s, far the greater number were Britons who had spent but a short time in Australia, and had not taken on Australian ways. Not only that, but from the first, the bulk of our trades has been with Britain. London is New Zealand's great market and its financial centre; and New Zealanders read the books and newspapers, buy the clothes, surround themselves with the trees and flowers and speak with the accent of England or Scotland.

The shortest sea voyage between the two countries measures 1 200 miles in a straight line. The Tasman Sea is deep, unsheltered and swept by rough winds, and the passage takes at least four and a half days. Before the coming of the white man there was no connection between New Zealand and Australia ... the sea is a barrier between the two communities. What concern has New Zealand in Australian railways, Australian river navigation, irrigation, or the trade along Australia's coastline? And how would it advantage New Zealand to have her post-office, her telegraphs and telephones, her light-houses, to say nothing of her railways controlled from an office standing a hundred miles on the other side of Sydney?

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The majority of New Zealanders – as far as I can judge – seem far from persuaded that it is either their destiny or in their interest to become an Australian province ... to many the thought of surrendering a part of their valued independence, and of being controlled by the opinions and interests of Melbourne and Sydney is far from welcome. They are proud of their lonely but beautiful country; to most of them their own self-government is dear, and seems a thing worth preserving in its completeness.

Source: *The Attitude of New Zealand* by W. P. Reeves. William Pember Reeves was a prominent New Zealand politician in the 1890s. When this article was written, he was Agent General (High Commissioner) living in London.

First published in the *Empire Review* 1901. The *Empire Review* was a monthly magazine published in London. Reprint of this article was sponsored by the New South Wales Centenary [100 years] of Federation Committee. University of Sydney Library 2001.

**Source B2: Newspaper report, 2000**

The Prime Minister of New Zealand, Helen Clark, has dismissed a suggestion that her country should become part of Australia. Former Australian Liberal Party leader John Hewson, who served as Australia's opposition leader in the early 1990s, said it was time to consider merging New Zealand into a new independent republic of Australia.

But Ms Clark said Mr Hewson could 'dream on'. In the *Australian Financial Review* magazine, Mr Hewson noted that the two countries had made good progress on bringing their economies together, and that interest in a common currency and full financial unity had grown.

"Admittedly, there will be a host of symbolic difficulties, like knighthoods and perhaps the need for a new Australian flag," he said of merging the two countries. "But it is possible to overcome all of these issues. Most importantly, New Zealand would be able to maintain its individualistic and competitive character," Mr Hewson wrote.

"How generous of him to say we could keep some of our identity. We intend to keep all of our identity, and more," Ms Clark retorted to Mr Hewson's suggestions. She said the two countries would continue to coordinate their economies, and the free movement of workers between the two countries would remain. "But that's where it begins and ends," she said.

Adapted from: BBC News Asia-Pacific, Saturday 15 April 2000.

**Your brief notes (for use in Part B)**

Anti-federation perspective.

Australian miners were really migratory Britons.  
NZ has important economic links with GB.  
NZ has important cultural links with GB.

The sea was a significant geographical barrier between Australia and NZ.  
Australian domestic issues were irrelevant to NZ.

The indigenous races of Australia and NZ are quite different.  
The animals and plants of Australia and NZ are quite different.  
The different natural surroundings of Australia and NZ have created different people.

Opinion.

Use of emotive language for persuasion.

Written during the South African War – i.e. a time for unity in the British empire.

A perspective written for British readers.

**Your brief notes (for use in Part B)**

A politician's perspective (like B1).  
Indicates Australian dominance in the proposed new state.

Supports B1 'valued independence'.  
Sets limits of cooperation without federation.

21st-century perspective.

Source C1: A New Zealand cartoon, 1900



HOW WE SEE IT

THE OGRE: "Come into these arms." NEW ZEALAND: "Nay sir, those arms bear chains."

Source: [www.teara.govt.nz/en/australians/1/3/5](http://www.teara.govt.nz/en/australians/1/3/5); originally published in the *New Zealand Graphic* [a popular newspaper], 20 Oct 1900.

The banner in the background on the right reads 'Federated Australia'.

Cartoon text reads:

#### HOW WE SEE IT

THE OGRE: "Come into these arms."

NEW ZEALAND: "Nay sir, those arms bear chains."

"The New South Wales Premier, speaking at a Federal League meeting, said that as the Colonies were on the eve of federation, it was proper for Great Britain to defer linking the South Sea Islands to New Zealand. He also believed that the sentiment of the people of New Zealand would force that Government into the Australian Federation."

Even at this late stage (1900), the New South Wales Premier hoped that New Zealanders would force their government to join the Australian Federation. However, the New Zealand Government, at this time, was more interested in forming a union of Pacific Island nations.

#### Your brief notes (for use in Part B)

- Banner reads 'Federated Australia', indicating Australian dominance.
- The relative size and gender of the ogre representing Australia and the chains he carries compared with the smaller woman representing NZ indicate Australian dominance and a perception of threat.
- The words that NZ is shown as saying, "Nay sir, those arms bear chains," reinforces the NZ perception that federation was a threat.
- The reported words of the NSW Premier that the 'sentiment of the people of New Zealand would force that Government into the Australian Federation' is unsubstantiated and contradicts a claim made in Source B1 that the 'majority of New Zealanders ... seem far from persuaded that it is ... in their interest to become an Australian province ...'
- The portrayal of NZ as a woman protecting the Polynesian woman is reinforced by the text with the claim that the NZ government was 'more interested in forming a union of Pacific Islands nations.' The protective role that NZ is shown having also seems to indicate that NZ would take a leadership role in a union of Pacific Island nations, in the same way that Australia hoped to exert leadership in the 'Federated Australia'.