

Achievement Standard 91434 (History 3.1)

NCEA Level 3 History material covered in this chapter helps to meet the requirements for Achievement Standard 91434 (History 3.1) ‘Research an historical event or place of significance to New Zealanders, using primary and secondary sources’.

Students new to History are advised to familiarise themselves with Achievement Standards 91001 (History 1.1) and 91229 (History 2.1) – skills covered in these are built upon in Achievement Standard 91434 (History 3.1).

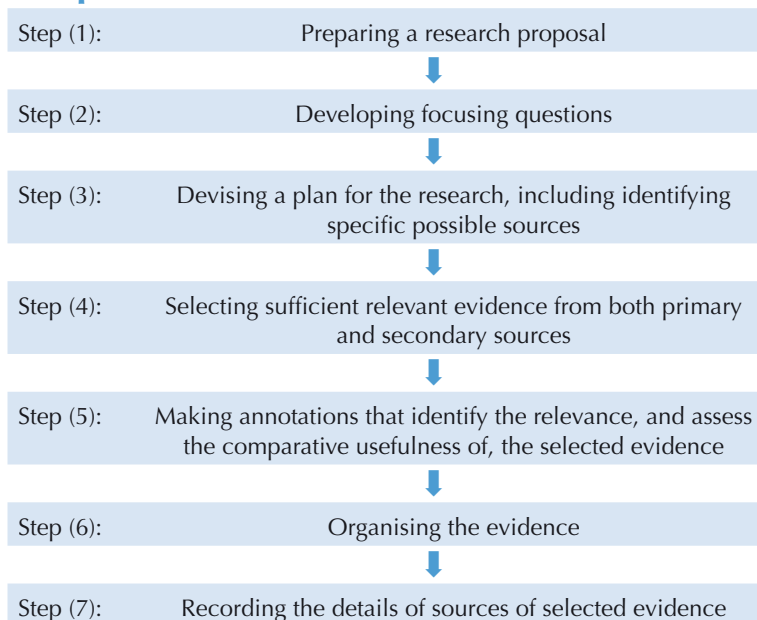
Advice on Achievement Standards 91001 (History 1.1) and 91229 (History 2.1) can be found in ESA’s Level 1 and Level 2 History Study Guides.

Achievement Standard 91434 (History 3.1) is internally assessed, and is worth 5 credits. The main focus of AS 91434 (History 3.1) is researching a significant historical event or place, which involves:

- following a research process
- making annotations on evidence
- showing initiative in gathering and selecting evidence
- evaluating the research process.

A **research process** typically involves the following steps.

Research process



The research process in your school assignment for assessment for AS 91434 (History 3.1) may not involve *all* of the steps mentioned.

AS 91434 (History 3.1) is usually assessed in conjunction with AS 91435 (History 3.2). The evidence gathered will provide the basis and information for the analysis of an event or place in AS 91435 (History 3.2). It is important to recognise that key historical ideas are explained and analysed in AS 91435 (History 3.2) and that evidence to support these ideas is being sought in the research phase of AS 91434 (History 3.1).

Completing the assignment/assessment for AS 91434 (History 3.1) is individual effort involving in-class and out-of-class work to be completed by you over an extended period of time.

Your teacher will probably set up a process of monitoring checkpoints designed to help you meet deadlines and ensure your work is authentic.

Achievement criteria

Achievement	Achievement with Merit	Achievement with Excellence
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Research, <i>in depth</i> , an historical event or place of significance to New Zealanders, using primary and secondary sources.	<i>Comprehensively</i> research an historical event or place of significance to New Zealanders, using primary and secondary sources.

Achievement

‘Research, using primary and secondary sources’, means you must:

- follow a research process
- evaluate the research process – e.g. explain the successes and difficulties in conducting the research.

Achievement with Merit

‘Research, *in depth*, using primary and secondary sources’, means you must:

- meet the requirements for ‘Achievement’
- make annotations that include assessment of the reliability of selected evidence.

Achievement with Excellence

‘*Comprehensively* research, using primary and secondary sources’, means you must:

- meet the requirements for ‘Achievement with Merit’
- show initiative in the gathering and selecting of relevant evidence
- evaluate the research process – e.g. analysing comprehensively the strengths and weaknesses of the process, analysing how these strengths and weaknesses are likely to impact on the validity of the findings and considering alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

Sources

Sources refers to where evidence may be found – such as people, books, websites, etc.

Evidence from **primary sources** may be drawn from one or more primary sources such as interviews, letters, diaries, etc.

Defining a place or event of significance to New Zealanders

AS 91434 (History 3.1) defines an *historical event* to be:

- a specific historical event – e.g. Hyde Rail Disaster, Napier Earthquake
- an historical development or movement – e.g. Ratana, suffragettes
- a person's role in, or contribution to, a significant historical event or movement – e.g. Kate Sheppard and Women's Suffrage, Nelson Mandela and civil rights in South Africa.



On 4 June 1943, of the 113 passengers on board the passenger express train from Cromwell to Dunedin, 21 were killed and 47 were injured.

Cairn memorial beside State Highway 87 and the Otago Central Rail Trail, 7 km south of Hyde: 'dedicated 17th Feb. 1991 in memory of those who died'

An *historical place* is defined to be a place where something significant:

- in history has happened – e.g. Parihaka
- is commemorated – e.g. a local war memorial
- is contained – e.g. cemetery.

An event of significance to New Zealanders is understood to be an historical:

- event occurring within New Zealand
- international event involving New Zealanders
- international event influencing New Zealanders.

Achievement Standard 91439 (History 3.6)

NCEA Level 3 History material covered in this chapter helps to meet the requirements for Achievement Standard 91439 (History 3.6) 'Analyse a significant historical trend and the force(s) that influenced it'.

Achievement Standard 91439 (History 3.6) is externally assessed, and is worth 6 credits.

The main focus of AS 91439 (History 3.6) is analysing a significant historical trend and the force or forces that influenced it. This analysis is done in an essay.

Analysing a significant historical trend and the force(s) that influenced it involves:

- examining a significant historical trend
- identifying and explaining the force or forces that influenced a significant historical trend
- examining and explaining the changes and continuities that resulted from the influence of these forces
- assessing and evaluating the relative importance of these forces in establishing patterns of change and continuity.

Achievement criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse a significant historical trend and the force(s) that influenced it.	Analyse <i>in depth</i> a significant historical trend and the force(s) that influenced it.	<i>Comprehensively</i> analyse a significant historical trend and the force(s) that influenced it.

Achievement

'Analyse' means you must:

- examine a significant historical trend and explain the force or forces that influenced the trend.

Achievement with Merit

'Analyse, *in depth*' means you must:

- meet the requirements for 'Achievement'
- assess the importance of the force or forces that influenced a significant historical trend.

Achievement with Excellence

'*Comprehensively* analyse' means you must:

- meet the requirements for 'Achievement with Merit'
- examine the force or forces that influenced a significant historical trend and present well-considered judgements that demonstrate understanding of the complexity of the trend and/or force(s).

Trends and forces

A *significant historical trend* is defined in AS 91439 (History 3.6) as a series of related events that has a range of causes and that illustrates significant social, political, cultural, environmental or economic changes and continuities over an extended period of time.

A *force(s)* is an idea, concept, or condition which promotes social, political, cultural, environmental or economic change, or a combination of these.

The trend does *not* have to be significant to New Zealanders. It could be a trend selected from other countries' histories, such as those of Britain or Russia or India, or it could be a trend from New Zealand history.

Significant historical trends in New Zealand

Examples of significant trends in New Zealand history are:

- British migration to New Zealand in the nineteenth century
- Interaction between Maori and Pakeha from the 1790s to 1840
- The growth/expansion of pastoral farming in New Zealand in the nineteenth century
- The loss by Maori of much of their land in the nineteenth century
- The changing rights and roles of women in New Zealand from 1850–1900
- Anti-Chinese racism in New Zealand.



Chinese gold miners at Orepuki, c. 1860s – the influx of Chinese gold miners saw the beginning of Anti-Chinese racism in New Zealand

The AS 91439 examination

In the AS 91439 examination, you will be given a list of significant historical trends in New Zealand and elsewhere. You will be instructed to choose one significant historical trend either from this list or another from your course of study. In either case, you should select a trend that you have studied in class and prepared for the examination.

You will then be instructed to write an essay about your chosen historical trend on a generic topic similar to the following:

'Analyse the way in which political, social, economic or other historical forces have influenced a significant trend over an extended period of time, and the way this trend has affected the lives of people.'

A *generic topic* means a general essay topic that can be answered using any one of significant historical trends that you have studied in school history courses.

In your essay, you should:

- briefly describe the trend you have chosen

- analyse the way *two or more* forces influenced or caused the trend
- analyse the way the trend affected people's lives.

Put another way, your essay has three parts:

- the trend
- causes of the trend
- consequences of the trend.

Historiography (or the views of historians) can, where relevant, be included in your essay.

Use detailed evidence to support your generalisations.

The essay should have an appropriate and effective **essay structure**. You will not be assessed on structure, but it is obviously important to organise your essay ideas so that they are communicated clearly to the marker.

An appropriate essay structure involves:

- clear structure – an introduction / a main body of paragraphs / a conclusion
- the use of structured paragraphs – these contain a generalisation, usually in the first sentence, and supporting evidence
- a logical sequence of paragraphs – e.g. chronological, thematic, order of importance.

Complete the essay in two stages.

- (1) *Plan your essay* by filling in the planning page provided in the question and answer booklet.
- (2) *Write the essay* in the spaces provided in the answer booklet.

The time allocated to writing the essay will depend on how many Level 3 History externally assessed Achievement Standards you are sitting, e.g.:

- if sitting two Level 3 History externally assessed Achievement Standards, you would spend up to 90 minutes planning and writing your essay
- if sitting three Level 3 History externally assessed Achievement Standards, you would spend up to 60 minutes planning and writing your essay.

In your essay, aim to write about 800 words.



Reconstruction of the first sighting of Captain Cook by Maori

Two Peoples – Maori and Pakeha before 1840

The material covered in this chapter can be used to meet the requirements of both the internally assessed Achievement Standards 91434 (History 3.1), 91435 (History 3.2) and 91437 (History 3.4), and the externally assessed Achievement Standards 91436 (History 3.3), 91438 (History 3.5) and 91439 (History 3.6).

Maori–Pakeha race relations 1769–1840

Race relations between Maori and Europeans or Pakeha were strongly influenced by Pakeha attitudes of superiority. Another important factor was the great difference between Maori and European societies and cultures at the beginning of their contact in the later 18th century. This difference never disappeared, though the relationship which developed was sometimes close.

Early race relations may be examined by looking at specific groups of visitors – such as sealers, whalers, missionaries and traders – but an overview and Maori points of view are both needed.

- Much of the early Maori–European relationship was based on economics – exchange, trade and exploitation – often involving specific groups of Europeans, such as explorers, sealers or whalers.
- Maori choices about interaction and relationship with Europeans were always important, and they remained dominant in most parts of the country until after 1850.
- There was an increasing European (predominantly British) presence in New Zealand in the 1830s, especially in the north, where cultural interaction intensified.

Race relations

There are two primary views of race relations in New Zealand in this period – Eurocentric and balanced.

- *Eurocentric* – in the 19th century, Europeans, especially the British, considered other races to be inferior and based their cultural attitudes and interaction on that assumption.
- *Balanced* – a modern sociological view is that when two races or cultures meet and mix, mutual understanding may be limited, but each culture influences the other and to some extent learns from the other; both change as a result.

The history of New Zealand was originally written from a Eurocentric point of view. In the last 30–40 years, efforts have been made to understand and present the Maori perspective and to revise or alter previously held views (revisionist history). A more balanced approach to New Zealand's history has evolved, taking note of Maori and Pakeha and their interaction.

Traditional Maori culture

General

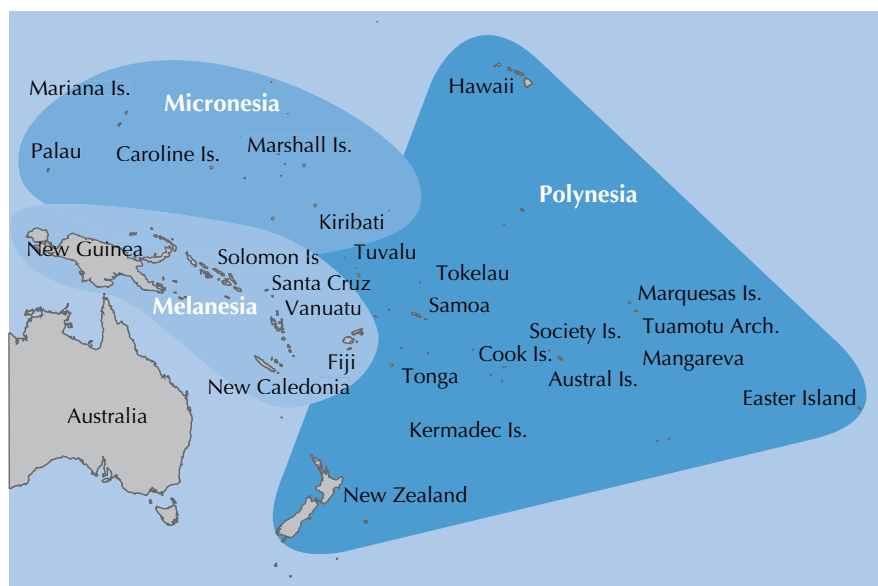
Before they met Europeans, Maori had an intact and complete culture.

- Their culture was complete because it had a world view which encompassed everything in their lives – past, present and future.
- They knew who they were, where they had come from, how their world was created, and they understood everything they ‘needed’ to in their world.

This does not mean their world was anything like perfect. They had their struggles and their conflicts, like all other peoples, but these too were included fully in their concept of their world.

Maori society and lifestyle

Maori were the descendants of East Polynesians who had migrated some 600 years before 1800 to the islands that became known as New Zealand. Maori evolved their own culture, based on that of Polynesia, modified to suit the new environment and as their population grew substantially in the north after AD 1400.



Maori had tribal social organisation, living in whanau (extended families) and hapu (subtribes) within iwi (tribes). Ancestry (whakapapa) did much to determine status.

Maori lived close to the land. They relied on what the natural world provided for food and for materials with which to make clothes, tools and shelter. Sometimes, they were semi-nomadic; moving, perhaps with the seasons, to exploit different sources of food. They also cultivated kumara and a few other crops, especially in the north.



Louis Auguste de Sainson's 1839 painting of Maori women digging land for a kumara garden

After 1400, Maori society, especially in the northern half of Te Ika a Maui (North Island), became much more competitive and warlike, as groups tried to preserve or gain resources. Pa (fortified villages) were developed as refuges from attack. Conflicts over resources reflected struggles for mana (power, prestige, integrity, authority). From the 17th century, conflict and overpopulation sometimes led to extensive migrations of whanau and hapu.

As Maori became competitive, methods of control became important. Society became more structured, with a hierarchy of authority from rangatira (chiefs), kaumatua (elders) and tohunga down. Concepts such as tapu, and its opposite noa ('free from tapu'), provided significant rules of behaviour.

First contacts

Explorers in New Zealand waters

From the time James Cook was in New Zealand waters (three visits 1769–1777), there was quick establishment of exchange or barter between Maori and Europeans. Initially, food and water were exchanged for metal, cloth and items such as mirrors.



Nathaniel Dance-Holland (1735–1811) portrait of James Cook

Specific economic developments

The material covered in this chapter can be used to meet the requirements of both the internally assessed Achievement Standards 91434 (History 3.1), 91435 (History 3.2) and 91437 (History 3.4), and the externally assessed Achievement Standards 91436 (History 3.3), 91438 (History 3.5) and 91439 (History 3.6).

Introduction

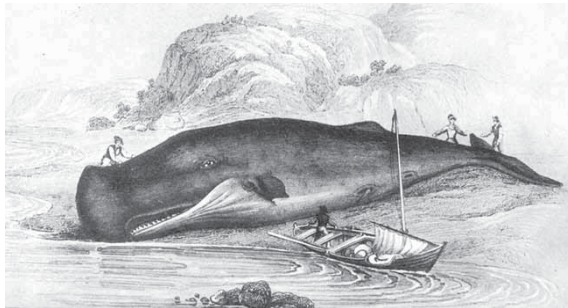
From the time Europeans reached New Zealand in the latter part of the 18th century, there was trade exchange between Maori and Europeans. Up to about 1820, the trade took the form of direct barter. Between 1820 and 1840, Pakeha traders, sometimes Pakeha-Maori, often acted as agents of exchange between Maori and Europeans. After 1840, Maori tended to trade directly with the British settlers.

Soon *land* became a significant economic issue between Maori and Pakeha, and its loss made Maori economics uncertain later in the century. For Pakeha, land also became a social, economic and political issue.

There were various items of Maori-European exchange. However, Europeans also sought resources they could exploit more directly and profitably. *Sealing* and *whaling* were two early examples of unsustainable use of resources, exploited by Europeans who were only temporarily based in or around New Zealand. Shore or bay whaling peaked in the 1830s, and was clearly in decline by the 1840s.

A variety of other resources attracted Pakeha attention. Most needed a combination of capital investment, labour and equipment. Usually, there were domestic and export markets, with the latter often more significant.

Flax was harvested throughout the century, but was only of intermittent export importance. The milling of *timber* was more sustainable, more profitable, and important to the domestic market. *Kauri gum* became an important, though minor, export. *Gold* was very attractive to Pakeha and had significant impacts. The most sustainable economic activities, at the domestic level and for export, were those based on use of the land for agriculture. *Arable farming* was important, but *pastoral farming* became most significant and supported what became the three staple products of New Zealand by the end of the century – *wool*, *meat* and *dairy products*. Refrigeration was essential for meat and dairy exports.



A beached sperm whale, towed to land by off-shore whalers; these whales were valuable for the oil from their blubber, spermacetic wax and ambergris

Flax

New Zealand flax, *Phormium tenax*, should not be confused with common flax (or linseed) *Linum usitatissimum*; common flax is *not* very often found in New Zealand.

Early British visitors, such as Cook and Banks, became aware of the value to Maori of harakeke, New Zealand flax. Other Europeans saw possible use and profit in flax, and it became an item of exchange from the 1790s, mainly to be turned into rope, though it was later tried for sailcloth and paper. Flax bartered for muskets became a significant exchange between North Island Maori and Pakeha in the 1820s.



Maori gathering flax, from the Illustrated Sydney News

- A ton or more of flax fibre became the going rate for a musket. Maori had to cut the flax and process it into fibre. They often moved to live closer to the swampy land where flax thrived, such as in Te Rauparaha's domain in the lower North Island, and Pakeha thought this was unhealthy. Sometimes, Maori used slaves to harvest the flax.
- The peak of the early flax trade was in 1831, when 751¾ tons exported via Sydney fetched £16 353 in England, but very soon the boom was over. Quality flax was not so easily available, because Maori found other items they could barter for muskets. Overseas demand also lessened as hemp from the Baltic and Russia, manila from the Philippines and sisal from Mexico, proved to be better fibres for rope.

1 ton = 1 016 kg
(1 000 kg = 1 tonne)

There was some production of flax through the 1840s and 1850s, mostly hand-dressed by Maori. Pakeha established rope-walks, where rope was twisted by hand; the first in Wellington in 1843. The Wars of the 1860s reduced Maori production of flax fibre and led Pakeha to devise flax-dressing machines which could do the processing.

- Production of flax fibre grew at the end of the 1860s, stimulated by a shortage of manila during the American Civil War. Exports had been only 126 tons (worth £4 256) in 1867, but totalled 5 470 tons in 1870, worth £132 578. At its peak in 1873, when 6 454 tons were exported (worth £143 799), more than 300 mills were in operation. Then the bottom fell out of the market, and by 1880 there were only 40 mills operating.
- Overseas markets and the availability of sisal and manila continued to influence New Zealand's production of flax fibre. There was another boom 1889–1892 when demand was high and prices were quite good. Exports reached 21 000 tons in 1890, but this was not sustained, until the Spanish-American War near the end of the decade created

another overseas demand for New Zealand flax fibre, which remained fairly steady until the First World War.

Many flaxmillers worked like sawmillers, moving on or closing down when the resource was exhausted. Flax could be harvested every few years, but sometimes the market did not last that long. Throughout, there were problems with ensuring that the flax fibre exported was of sufficient and consistent quality, and New Zealand flax fibre was never as suitable for rope and other uses as its early advocates had hoped.

Timber

Timber was an important resource, exploited throughout the period covered by this book. There was overseas interest in using the New Zealand 'bush' for timber from the time of Captain Cook. Maori had long used trees, and in the late 18th and early 19th centuries they often assisted visitors who sought to do the same, usually for a profit. The British hoped New Zealand timbers would be suitable for naval purposes. Europeans found a number of useful trees, especially kauri in the northern part of the country, but also totara, rimu, kahikatea and beech. It took time to work out the most suitable uses of the variety of different timbers.

- The first commercial logging took place in the Firth of Thames in the 1790s.
- Large-scale timber exploitation began in the Hokianga in the 1820s.
- Pakeha settlers exploited the bush for building timber and firewood from 1840.
- While the domestic market was most important, there was always export of timber and/or logs, mainly to Australia.

The uses of timber

As Pakeha settlement developed, exploitation of timber grew throughout the country. Timber was important for both domestic use and export, but until transport systems were developed, local resources tended to be used by settlers.

- In the north, kauri was the major resource. It became used throughout New Zealand and also in Australia. Kauri proved suitable for any use except where the timber remained wet.
- Throughout New Zealand, settlement required timber for houses and other buildings, for wharves, bridges and for fencing. Shipbuilding also needed timber. Wood was the most important fuel for cooking and heating, and it could be the fuel for steam power.
- Many settlers hoped for land ownership and farming, and in some areas (such as the Manawatu, Wairarapa and Taranaki) this required destruction of the bush, either by milling, or burning, or both.
- Wood was exported as logs throughout the period, but sawn timber, roughsawn and dressed, became more significant in volume and value.



Cutting down kauri, from a painting by Charles Heaphy

Answers

The *essay plans* that appear in the answers are just that – plans for essays which could be written on the decisions and situations specified as topics.

These plans can be expanded into full essays of an ‘Excellence’ standard through full explanation of the points listed, and through the use of appropriate evidence and examples.

On the other hand, the key to writing good *short answers* is to make them brief but clear. Full sentences are not usually needed.

Activity 1A: Details of sources or referencing (page 17)

1. Correct.
2. Incorrect. The name of the author, which is identified on the site with the article, has *not* been given. There is also no date of access.
3. Incorrect. Google is not a source; it is a search engine. The website address or URL used must be given.
4. Incorrect. Pages of article are not given. Other source details are given correctly.
5. Correct.

Activity 7A: Race relations (page 90)

1. Assimilation – Maori absorbed into European culture.
2. Third scenario – Maori wanted access to European goods and knowledge but numbers of Europeans were not so great that there was any possibility of restriction at that time.

Activity 7B: European beliefs in their ‘superiority’ (page 93)

Various possible answers:

- did not need to understand other cultures, probably could not understand other cultures properly, but could destroy other cultures
- felt they had the right to exploit whatever they found – things, resources and people
- had a belief in absolute sovereignty, which gave them the right to rule, if necessary overturning or ignoring indigenous authority.

Activity 7C: Relations between two peoples as a ‘balancing act’ (page 96)

Balance of force, of numbers and technologies, of wants (need to negotiate and co-operate), of knowledge, of customs, of world views and mind-sets. Each needed the other in some ways, so neither could completely dominate.

Activity 7D: Fitting into Maori society (page 99)

They had very ordinary human needs, which Maori could understand and meet; they usually accepted Maori ways, at least to some extent; they provided for Maori needs, usually through exchange, a process Maori understood; they merged into Maori society to a greater or lesser extent, and operated to some degree in Maori ways.

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