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2

91231



912310



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 History, 2015

91231 Examine sources of an historical event that is of significance to New Zealanders

9.30 a.m. Friday 20 November 2015
Credits: Four

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

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 91231R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

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

Low Achievement

TOTAL

08

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read the **Introduction** in the resource booklet before analysing **Sources A-I**. The introduction will provide a context for your examination of the sources.

You may wish to identify, highlight, or annotate aspects of the sources in the resource booklet. However, this will not be assessed.

In your answers, you should:

- go beyond the immediately obvious information in the sources in order to draw conclusions
- if appropriate, note relevant question(s) that the sources might raise in a historian's mind, which the historian might wish to investigate further
- where appropriate, consider who created the source and for what purpose.

QUESTION ONE

Using evidence from the **Introduction** and **Sources A-I**, examine the range of factors that contributed to the 1975 Māori Land March.

The range of factors that contributed to the march were quite widespread. Over all, all of the sources say how tension and anger was building. Source H explains how Whina Cooper wrote that the march was a climax to 150 years of frustration and anger. This shows us that little things had been building up over a long period of time, different factor which eventually boiled over and led to the march. Source D ~~show~~ explains how even Samoa was affected by this and contributed to the happening of the march. ~~the~~ Chief, Mr Faletau said that they had come to be united with the Māori to bear with their grief. This Source ~~shows as~~ reinforces that the range of factors was quite widespread. ~~the~~

QUESTION TWO

Using evidence from **Sources B, H, I**, and any other source, identify and examine Whina Cooper's perspective on the 1975 Māori Land March.

Whina Cooper the march was a good way to show New Zealanders how ^{they} she felt. Source H says how it had been building up for 150 years and finally she wanted something to be done about it. Source B states how she thought it wasn't fair that the government had the right to take away Māori land. This source also explains how Whina thought the land loss ~~was~~ could effect their existences. She said if the land was lost the culture would also be eventually lost. Whina Cooper's perspective was ~~good~~ good in a sense that she only wanted the Māori to be treated as equals.

QUESTION THREE

ASSESSOR
USE ONLY

Refer to **Source I**. Examine the reliability and/or usefulness of the poem, "Rain-maker's song for Whina" for a historian studying the 1975 Māori Land March.

First of all this source is a primary as it was written at the time. As far as usefulness this poem gives a bit of decent information but it is not that helpful. Since it is just a poem to someone else it is more personal than public. This means if a historian were to use it for a study it is not that helpful. It is more like a conversation opposed to useful information. I think as far as legitimacy goes this poem is pretty reliable, although it seems that it was ~~written~~ put in a newspaper. Newspapers can tend to over dramatise things in order to sell papers. Apart from this I think it is quite useful information.

Achieved Exemplar for AS91231 2015			Total score	08
Q	Grade score	Annotation		
1	A3	Some valid points have been made. Not much supporting Evidence used, but it has been referred to in order to how engagement with sources.		
2	A3	Limited response, but some detail has been given. This is just enough for A3 at Level 2.		
3	N2	No direct reference to the source provided		

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Achievement

TOTAL

09

ASSESSOR'S USE ONLY

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- where appropriate, consider who created the source and for what purpose.

QUESTION ONE

Using evidence from the **Introduction** and **Sources A-I**, examine the range of factors that contributed to the 1975 Māori Land March.

From the 1800's to the time of the land march, Māori people had lost over 23,000,000 hectares of their land to the government and non-Māori ~~people~~ people. (source A1)
Plagued by these grievances, Māori leaders marched from the North, through the island to the capital city of Wellington, to discuss the issues with parliament. The government had been issuing laws that could (did) alienate, designate and/or confiscate Māori land from its rightful owners. (introduction)
This show of strength and unity from Māori leaders brought it

the issues to ~~parit~~ parliamentary attention and led to more claims for Māori land to be returned.

N2

QUESTION TWO

Using evidence from **Sources B, H, I**, and any other source, identify and examine Whina Cooper's perspective on the 1975 Māori Land March.

Whina Cooper was a strong-willed, intelligent Māori woman who protected and held dear ~~her~~ her culture and beliefs. She explained in (source B) how she felt it was her job to "point out ~~to~~ that people that were landless would soon be ~~cultured~~ without culture."

She believed Māori were getting a raw deal on their land and the land march~~es~~ would "mobilise the Māori opinion, and awaken the Pākehā conscience" (source B).

Māori wanted to stop the crown from taking more land, and for them to return land that was of cultural significance to Māori. She believed that if Māori could make a powerful stand in the marches, they could retain their land & its spirituality. She saw the removal of anymore land as a possible onslaught of slavery for the Māori people (source I).

She believed the march was sacred, and important in the fight to "hold on to what [is] left!"

ASSESSOR'S
USE ONLY

A4
8th

QUESTION THREE

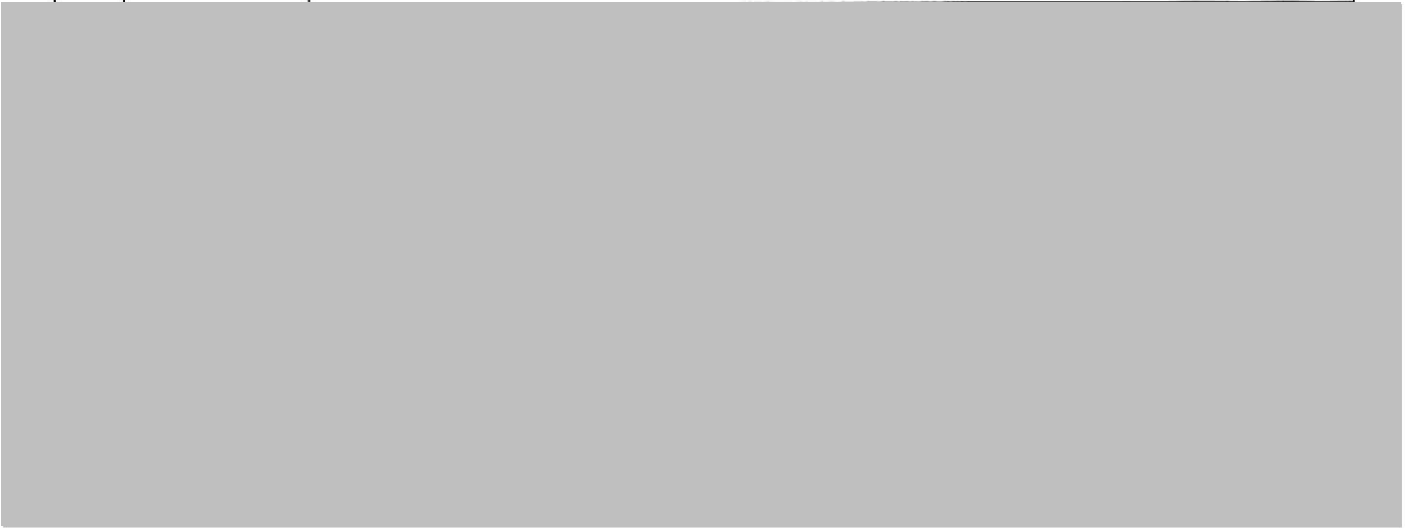
Refer to **Source I**. Examine the reliability and/or usefulness of the poem, "Rain-maker's song for Whina" for a historian studying the 1975 Māori Land March.

~~The~~ source 1 is a reliable and useful source in studying the 1975 land march. There is photographic evidence and a first-hand source & perspective of Hone Tuwhare, who took part in the march.

It gives good narration and quotes that help us understand both Whina Cooper's perspective and the feelings of Māori who wanted to regain their land. Since it is a first hand account, written at the time (photo) and published a mere 3 years after, we can be almost certain we can rely on this source as (a) historian's.



Achieved Exemplar for AS91231 2015		Total score	09
Q	Grade score	Annotation	
1	N2	Does not actually answer the question and make the link between the sources and the event in enough detail to show understanding.	
2	A4	A solid response. Mostly relies on the sources, would benefit from more explanation in own words in order to show understanding.	
3	A3	Enough for A3. Valid content that shows engagement with the source. Limited direct reference to source material itself.	



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High Achievement

TOTAL

12

ASSESSOR'S USE ONLY

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- where appropriate, consider who created the source and for what purpose.

QUESTION ONE

Using evidence from the **Introduction** and **Sources A-I**, examine the range of factors that contributed to the 1975 Māori Land March.

In the introduction it says that a group called Te Rōpū o te Marohi was formed to do the land march with the slogan "not one more acre of Māori land" this meant that they didn't want any more of their land to be alienated "it sought to protect remaining Māori land from laws with power to alienate, designate, or, confiscate Māori land. "Dissatisfaction over the power ^{of} the government to seize land under a number of acts" - Source B had been in the minds of Māori people since the passage of the Māori Affairs Amendment Act of 1967. Māori protest groups which campaigned for Māori causes by 1975 concerns had grown to include "the preservation of Māori language, culture, and identity." - Source B This meant that this was more factors that contributed to the 1975 Māori Land March that was to "fight for Māori land rights" - Source B. Another factor of the march was "to amend and adjust all laws which inflict injustice and hardship upon Māori people" - Source H. Another factor that contributed to the march was what it meant ^{to Māori} and the significance of it. "it will be a climax to over 150 years of frustration and anger over the continuing alienation of their lands. Land means much

more to the Māori people than it does to any other New Zealanders. To them it has a deep spiritual value. Te Rōpū o te Matakite wants to press for the abolition of monocultural laws pertaining to Māori land, and establish new laws for Māori land based on their own cultural values." - Source H.

There were a range of factors that contributed to the ~~the~~ 1975 Māori Land March and they were that they wanted to protect the remaining land they ~~had~~ had, The "Dissatisfaction over the power of the government to seize land under a number of acts" - Source B, wanted to also preserve the Māori language, their culture and identity - another factor was "to amend and adjust all laws which inflict injustice and hardship upon Māori people", and what the march would mean to all Māori. "Two million acres out of sixty six million acres". ^{Source C} was all that was left of Māori land.

QUESTION TWO

ASSESSOR'S
USE ONLY

Using evidence from **Sources B, H, I**, and any other source, identify and examine Whina Cooper's perspective on the 1975 Māori Land March.

Whina Cooper's perspective on the 1975 Māori Land March was that "We must unite" ^{Source B} "So that the whole strength of the Māori people can fight for the retention of our lands." ^{Source B} She wanted to make it clear that "People who were landless would eventually be without culture. I wanted to stop any further land passing out of Māori ownership, and I wanted the crown to give back to Māori land it owned that was of traditional significance to Māori." - Source B. Whina's perspective was that "The march itself was to dramatise these things, to mobilise Māori opinion, to awaken the Pākehā conscience." - Source B. Whina thought the march was going to be one of the most significant events of the decade and to the Māori people. "Land means much more to the Māori people than it does to any other New Zealander." ^{Source H} ~~For them it has, deep~~ TO Māori people land has a "deep spiritual value" - Source H. Whina's perspective was that "if we let them take what we have left" - Source I meaning land because two million acres out of sixty six million acres is what's left that Māori "will all become taurakeketa" - Source I. taurakeketa means slaves. Whina along with thousands of others were marching because "we want to hold on to what is left" - Source I. Whina Cooper was not going to Wellington for nothing. "This journey of mine is not idle, of no account; nor is it a journey merely to make love to the bland mainline." - Source I.

QUESTION THREE

ASSESSOR'S
USE ONLY

Refer to **Source I**. Examine the reliability and/or usefulness of the poem, "Rain-maker's song for Whina" for a historian studying the 1975 Māori Land March.

It is useful because it is straight from the mouth of Whina where it's in italics. The reliability could be questioned because it is a primary source but is also just one person's account. It was also published in the Dunedin Jackstraw press, 1978 which was 3 years after the 1975 Māori Land March. Which means that although it was around the time it could have been modified in 3 years. It is useful because it gives you Whina's opinion ^{for} ~~from~~ a historian's study point of view, but it may not have been a word for word account of what she said because Hone Tuwhare was writing it down as she said it and some things could have been lost in translation.

Achieved Exemplar for AS91231 2015			Total score	12
Q	Grade score	Annotation		
1	A4	Some explanation provided with a great deal of quoting. Lacks an overall understanding for a higher grade.		
2	A4	Relies far too heavily on quotes to answer the question in enough detail for Merit level. Needs to use own words as well to show and in-depth understanding of the question and sources.		
3	A4	Examination of the source material is provided. Not detailed, but direct reference to the source is provided in enough detail for Achieved level.		