

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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.

Not Achieved

TOTAL

06

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.

It shows Whina Cooper's passion for what she is doing and how she is trying to save that land from being completely taken over. "Look at what's happened. Look what we have left. Only two million acres. Yes that's right. Two million acres out of six million acres." Their land has been taken from them!

QUESTION TWO

ASSESSOR
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.

In source B Whina states ~~that~~ ~~"I wanted to point out"~~ that she "wanted to stop any further land passing out of Māori ownership" and she also wanted the crown to ~~get~~ give back to the Māori land it owned because it was ~~a~~ significant to the Māori. She did the march because it dramatised her opinions and mobilise the Māori opinion, to awaken the Pakehā conscience and put her knowledge to good use when leading ~~it~~ the land march. Source G shows Whina Cooper at parliament in ~~Wellington~~ Wellington during the land march. It shows her dedication to what she is doing and how much it means to her. ||

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's very reliable ~~as~~ for a historian studying the 1975 Māori land march because it shows things from a different person's point of view and it shows how passionate Whina was about what she was doing. "so you listen, now. This is a sacred march. We are marching because we want to hold on to what's left." This quote shows only some of Whina's passion for what she is doing.

Annotated Exemplar Template

Not Achieved Exemplar for AS91231 2015			Total score	06
Q	Grade score	Annotation		
1	N1	Limited in depth and understanding. Question not answered in a way that shows understanding. Quote not explained to show the link between question and source.		
2	A3	Limited response. Perspective has been identified with relevant supporting evidence.		
3	N2	No examination of the source provided. Confusion between usefulness and reliability as historical concepts.		