

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, 2017

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

2.00 p.m. Tuesday 14 November 2017
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.

Achievement

TOTAL

09

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read the **Introduction** in the resource booklet before analysing **Sources A–J**. 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, that the historian might wish to investigate further
- where appropriate, consider who created the source, and for what purpose.

ASSESSOR'S
USE ONLY

QUESTION ONE

To what extent did Māori and Pākehā live in a bicultural community at Jerusalem between 1969 and 1975? Use evidence from the **Introduction** and any of **Sources A–F** to support your answer.

The relationship ^{and partnership} between Maori and Pakeha was put in the treaty of Waitangi in 1840.

The introduction also states how nowhere else has a Pakeha community built so explicitly on Maori terms than at Jerusalem.

This ^{tells us} ~~gives us the idea~~ that a lot of the terms were on Maori at Jerusalem.

~~Which I thought was weird as I thought~~

James W. Baxter moved to Jerusalem, he wanted to make a community under the mana of the local hapu,

Ngati Hau. As many of the citizens living in Jerusalem did ~~not really~~ ^{approve} ~~as they have a disaffection~~ the

media's attention went straight to the idea of this community and made a famous hippie community. ~~Since then~~

Since the village was so isolated and small they would not have seen many pakeha, until James Ki Baxter showed up, the idea of having pakeha in their village did not really occur to them very much. //

N2

QUESTION TWO

ASSESSOR'S
USE ONLY

Refer to **Sources G and H**. Examine two or more perspectives about James K. Baxter's headstone at Jerusalem. Use evidence from the sources to support your answer.

The two perspectives in Source H is one for charging and the other is against this. As the authors ~~do~~ describe the small fee as 'miserable and petty' on the opposite side Mrs Bell explains that this fee is not for visiting its for the loss of her privacy. Which is fair enough isn't it?

The idea of people visiting your home constantly would not be settling especially since your home is meant to be your safe place. Mrs Bell did also add that the fee would also go into home repairs as it has been left in a 'dreadful state'. As many think the idea of a donation is horrible, Mrs Bell has a much different way of looking at it. //

Mrs Bell's son, Mush states he does not mind the traffic of visitors as if they made ~~the~~ the effort to travel to see him, he respects that. So his mother's opinion on this matter is different ~~to~~ to his.

This is interesting because you'd ~~see~~ expect to them to have the same opinion as they do both live there. Or could 'Mush be looking at this in a good way just so he wouldn't get the ~~bt~~ backlash from the visitors like Mrs Bell did? In the public eye I do see the fee as being a bad ~~thing~~ idea and looking at it as they're making money from a grave. But when you put yourself in

The shoes of Mrs Bell, constant visitors would lead you to have no privacy. Mosh also adds that not being disturbed would be worse and would take the spirit out of it. This again is much different to his mothers opinions on this issue which makes me think that maybe they have tried to ~~disc~~ discuss this matter but ~~did~~ did not go far as they have two very different opinions. //

A4

QUESTION THREE

ASSESSOR'S
USE ONLY

Refer to **Sources I and J**. Examine the usefulness and/or reliability of Source J for a historian studying the bicultural community at Jerusalem. Use evidence from any of Sources A-J to support your answer.

In Source I the back of the book states 'Mine Minehan tells her Very Own version of life at the Maori pa'. Again ~~se~~ She states 'in her original compelling style', this makes you think that a lot of this may not be reliable. She does say 'insight into her relationship with James W. Baxter', But could that be true? Could the ~~the~~ ideas she is stating be true? The way she has said her original style and very own version does give you a sense to what that could mean, that being ~~her making up a lot of that story~~ the book not being realistic.

In the definition of Source I It also says 'One of Baxter's Followers'. This does not give an idea that this is a believable, realistic story. I feel as though if you were to want a reliable source, you'd want quotes from either his family or closest friends or anyone who knew him well.

Her poem ~~does give~~ Shown in Source J does give you an idea of what this would of been like at the time which does give us the idea that she could of been

there at the ~~#~~ time of this. This also gives us the idea that she could also just be ~~very~~ a historian that is very interested in this topic. In the way of usefulness, I find it interesting as it gives me the idea of what it was like but I do not think its very useful. //

A3

Achievement exemplar for 91231, 2017			Total score	9
Q	Grade score	Annotation		
1	N2	The candidate struggles to examine the question with relevant material; at best, it is implied. The answer is, overall, too generalised and vague.		
2	A4	Two perspectives are examined, with some supporting evidence – mainly implied. It lacks specific detail and insight required for a higher grade.		
3	A3	The candidate provides sufficient examination for Achievement. Issues related to reliability are raised, but not developed sufficiently for a higher grade.		