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SUPERVISOR'S USE ONLY

OUTSTANDING SCHOLARSHIP EXEMPLAR



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Tick this box if you
have NOT written
in this booklet

☐

Scholarship 2021 History

Time allowed: Three hours
Total score: 24

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

Answer all THREE questions in this booklet.

Pull out Resource Booklet 93403R 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 2–24 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.

INSTRUCTIONS

The materials in the resource booklet contain a variety of historical sources based on a theme: **colonialism**.

Your answers to ALL three questions must incorporate information and ideas from the materials provided in the resource booklet, your own knowledge of the theme, and your understanding of historical skills.

Each question has specific sources related to it. However, these sources can also be used to support a response to the other questions.

Space for planning has been provided on pages 4, 10, and 16 to help you prepare your responses. The questions on page 3 are repeated on their respective planning pages.

QUESTION ONE: Historical narratives

Differing historical narratives and the evaluation of historical evidence allow us to understand the complexity of past events.

To what extent do **Sources A–F3** enable historians to understand the complexities of colonialism?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of differing historical narratives
- a valid judgement about the nature of historical evidence, establishing its reliability and/or its usefulness and/or its limitations.

Use page 4 to plan your ideas, and begin your answer on page 5.

QUESTION TWO: Historical relationships

Analysing historical relationships is a skill that allows us to understand the complexity of past events.

To what extent do the historical relationships in **Sources G1–K2** enable historians to understand colonialism in Africa?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of a range of historical relationships, such as cause and effect, continuity and change, past and present, general and specific, patterns and trends, and differing perspectives.

Use page 10 to plan your ideas, and begin your answer on page 11.

QUESTION THREE: Significant historical events in Aotearoa New Zealand

Analysing significant historical events in Aotearoa New Zealand allows us to appreciate the complexity of our past.

Using **Sources L1–O2**, to what extent had Aotearoa New Zealand been successfully colonised by 1900?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of colonialism in Aotearoa New Zealand during the nineteenth century
- an insightful and detailed understanding of this event.

Use page 16 to plan your ideas, and begin your answer on page 17.

QUESTION ONE: Historical narratives

Differing historical narratives and the evaluation of historical evidence allow us to understand the complexity of past events.

To what extent do **Sources A–F3** enable historians to understand the complexities of colonialism?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of differing historical narratives
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PLANNING

Complexities of colonialism
Characteristics

- Brief & transient condition!
- Perpetuation of col. narrative - Bruce Gilley

Imposition of culture

- Perpetuation col narrative
- Source D2 destruction of identity
- S F2 'imperialist nostalgia'

Begin your answer to Question One here:

~~The complexities of colonialism defining colonialism have is
rooted from the perpetuation of colonial narratives that are
due to the various~~

The difficulty w/ defining colonialism as an abstract idea lies in the complex ways it ~~was~~ affected different groups & the different ways it was perpetuated. However, there are clear characteristics that colonialism displays which aid historians to unravel these complexities. These include: the imposition of ~~colonial~~ culture; the violent exploitation of the indigenous population; the justification for colonialism.

The complexities of colonialism can begin to be ~~as a~~ understood through an analysis of the ~~colonial~~ imposition of culture upon colonised indigenous population. This imposition was specifically designed to homogenise the colonies & aided in the ~~continued~~ continuation of colonization, long after the ^{most} violent process had ended. Source D2 describes how 'France destroyed 300 years of Ottoman history & Algeria's own local identity.' ~~This imposition was~~ a destruction facilitated by this imposition of culture. This imposition was key in transforming the indigenous population into a marginalised underclass that had no means of being apart from their lives & provided by their colonisers. This also transformed the ~~the~~ colonial histories of colonised & ^{the} oppressed in a way so that they were forgotten in colonial countries' collective memory. This ~~is~~ complex effect of colonialism is explored in SF3 which describes how 'Black history... not in its own shallow narrative

alongside the mainstream'. The removal of indigenous histories is a universal ~~historical~~ characteristic of colonialism ~~at~~ ^{aiding} the historian in understanding its nuance. However, what is omitted from the sources provided is the colonisation of women because, as Scott Morgenson discussed in his essay 'Theorising gender, sexuality, & Settler Post Colonialism', 'Colonisation is produced, extended, & illuminated through gendered & sexual power.' This omission from the sources therefore provide in itself an insight into the imposition of culture, ~~as the texts~~ ^{women from} showing that an ongoing effect of colonialism is the patriarchal sensibility which continues to remove both historical & present day narratives.

The violent exploitation of indigenous communities is a clear ~~key~~ characteristic of colonialism, but our understanding of it is substantially impaired by the colonial justifications of it - revealing the complexities of colonialism. Winston Churchill, a historical figure of stature, importance, & respect, ~~character~~ ^{than} that asked 'what more beautiful ideal ~~can~~ [colonialism] or more valuable reward can inspire human effort?' SF1. This shows the historian how cultural & physical genocide were masked & played down by the justifications of colonisation put forward by Britain & other colonisers. His insight into the colonial world view and sensibility is reflected in the work of Black writer & academic James Baldwin who argued that colonialists 'assumed that the ways & morals of others were inferior to Christians & therefore they had every right & could use any means necessary to change them.' SF2's insight into the

ongoing effects of 'imperial ~~racist~~ nostalgic racism' show the complex ongoing effects of colonialism & debunks the myth propagated by sources aligned w/ source A that 'Colonialism' proved to be a brief & transient condition². Rather it offers insight into the ~~idea~~ that complex ways in which colonialism is continually reinforced & returned to as ^{nostalgic} ~~invited~~ by writers such as Bruce Gilley (SDI) who argue that 'it is time to make the case for colonialism again.' Clearly, Gilley's understanding of colonialism is impaired by his 'nostalgic imperialism' which ~~then~~ returns to the ^{complex} notion of the justification of violent indigenous exploitation being masked & hidden by the pro-colonial narratives propagated by colonial forces.

It is clear, having analysed the provided sources, that the ongoing ramifications of colonialism add to its complexity & influence historians' understanding of colonialism. A key, therefore, in moving forward is to understand the effect the imposition of colonial culture has ^{had} & continues to have on our societies.

QUESTION TWO: Historical relationships

Analysing historical relationships is a skill that allows us to understand the complexity of past events.

To what extent do the historical relationships in **Sources G1–K2** enable historians to understand colonialism in Africa?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of a range of historical relationships, such as cause and effect, continuity and change, past and present, general and specific, patterns and trends, and differing perspectives.

PLANNING

Source G2 - Moral justification ^{new ongoing} colonial narrative now. Pre-Euro history ~~based~~.

SH - Moral justification of exploitation

SI - Colonisation ^{beneficial for the social, econ, cultural} Present

^{Past} Cause & effect: Colonial narratives mean ongoing justification of Col.

Cause & Effect: Division of African

SI Failure to incorporate cultural divisions.

SI - Civil wars

SK1 - Tiny educated elite

SK2 - Civil war & perception of colonisation

Begin your answer to Question Two here:

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An examination of historical ~~relationships~~ ^{the} relationships present in sources G1 - K2 reveal key impacts that colonialism continues to have for Africa. An analysis of 'cause & effect' reveals the poverty, violence, & political instability resulting from colonialism, & an understanding of 'past & present' & differing perspectives' show the complex way in which 'neo-colonialism' (K2) continues to impact colonial narratives of Africa.

~~Colonisation in~~ Colonialism in Africa ~~has~~ is the clear cause of many negative effects that Africa continues to experience. The ignorance of colonialists when dividing Africa (which they should never have done anyway) meant that the colonial countries that were created in this process failed to encompass 'ethnic, religious, & linguistic diversity' (S1), & the effect of which has been political instability, division, & violence (S2) among modern African countries. This is ^{also a} ~~clear~~ ^{historical} ~~example~~ ^{continued} example of the relationship between past colonial ignorance & ~~contemporary~~ present impacts, and relates to 'a the clear colonial characteristic of 'cultural imposition'. Clearly, the effect of this 'cultural imposition' is measurable through the conflict experienced by present-day African nations but is also reflected in the creation of the 'Organisation of African Unity' (SK2) & its need to form 'a bridge between the new African states'. The need for such an organisation to combat the ^{pathological} ~~conflict~~ that has spread across Africa is in and of itself reflects the ~~more ongoing~~ effects of colonialism in Africa. Source G3 also offers insight into the 'cause & effect' historical relations ~~in~~ in relation to Africa. While not immediately obvious, when historians also include European colonisation of Africa via The

trade, (which particularly affected West-Africa), it is clear how ^{the} colonisation has ongoing effects on Africa in the form of the countries it created or left behind. While this offers no insight into the ^{effect of colonisation} individuals' effects, it offers a broad understanding of colonialism's effect on Africa. It ^{suggests} ~~shows~~ that in areas of most violent & exploitative ~~the~~ colonisation, many small nations have been created as opposed to the much larger countries found in East Africa. This, among endless other examples, is revealed to be a clear ~~perp~~ ongoing effect in Africa & is evident through the examination of 'cause & effect'.

Another clear cultural consequence of Africa's colonisation is the continual perpetration of 'neo-colonialism' (SK2) ~~&~~ through ^{the} external writing of colonial narratives by historians. This consequence is relevant to the historical relationships of 'past & present' & 'differing perspectives', which help us understand the lack of cultural change within European post colonial academia. A clear example of these ~~in~~ historical relationships of 'past & present' & ~~the~~ 'differing perspectives' is found in S1 argument which refers constantly to 'colonisation's positive impacts'. It is clear, when comparing this to source H which argues '[Europeans] were filled w/ the righteousness of combating slavery' how these past colonial narratives continue to impact Academic depictions of slavery. This is an example of 'neo-colonialism' because it serves ~~to~~ ^{en} to detract from the colonial history of exploitation that indigenous Africans experienced by suggesting that there were material & social benefits to colonisation. ~~for~~ Source I continues to argue that the advancement of 'technology, of hygiene, & of ~~the~~ medicine, & of public administration' were 'some measure of compensation for the destruction contact w/ Europe brought.' In Particular, the claim that Europeans brought

up them 'public administration' refuses to give credit to the pre-colonial African societies that existed, a example of the European colonial perspective continually being ^{propagated} ~~perpetuated~~ in our modern society. This shows the way in which the past colonial narratives influence ^{academics, often} our 'neo-colonial' perspective that ~~continues~~ ensures the continual survival of the myth of 'European superiority'. This effect is evident through the ~~re~~ application of

These ongoing effects of colonialism can be established through an examination of historical perspectives & reveal that colonialism, ~~than~~ is, through ^{& subtle} ~~enforced~~ ^{ways} ~~methods~~, continually propagated in our modern societies.

QUESTION THREE

Analysing significant historical events in Aotearoa New Zealand allows us to appreciate the complexity of our past.

Using **Sources L1–O2**, to what extent had Aotearoa New Zealand been successfully colonised by 1900?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of colonialism in Aotearoa New Zealand during the nineteenth century
- an insightful and detailed understanding of this event.

PLANNING

Koer war: Shared colonialism

settler response + Maori response

Brace Maori - 'faded pines'...

Maori who fought or supported the war: Ngāpuhi: Sisters of Mary, offered to fight.
 () excluded from allies.

Role of women: Shared we weren't colonised.

↳ Men Te Tai Māra kōhiri

NSA & NCE

↳ Don Brash 'determined by him'

1867 NSA + 1865 NCE

Patel

Begin your answer to Question Three here:

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An examination of the NZ's involvement in the Boer War is crucial to establishing the extent to which NZ was colonised in 1900, & suggests we were in fact, at least partially, colonised. However, this argument is supported or through an analysis of the laws put in place to dislodge Tikanga Maori & alienate Maori land. However, an examination of the roles of women in 1900, particularly Maori women, ^{shows} ~~suggested~~ an ongoing resistance to colonisation & supports the argument suggesting that in 1900 NZ had not been completely colonised.

Examining the involvement of different ^{willing} NZers in the colonial Boer war suggest strongly that NZ was ^{successfully} colonised in 1900. The argument that 'most NZers were eager for the colony to become involved [in the war]' put forward by source 02 suggests that NZ's collective cultural & economic wellbeing was linked to Britain, & this economic link to Britain is a clear colonial characteristic. Ian McGibbon is described as arguing that 'identification w/ Britain lay at the heart of the colonial response,' & ~~through~~ this identification w/ Britain was magnified through our economic investment. Historian Bruce Munro of Otago University argue that the Boer War 'touched the purses as well as the peacocks of NZers,' & that an ~~loss~~ attack on the British economy was an attack on ours. This in many ways this was true - in 1900, more than 2/3 of exports were to Britain. This economic link to Britain & may or may not have been relevant to the Maori who supported the NZ's involvement in the Boer War through their offers to fight & through their establishment of supportive groups such as the Ngāipahi Sister of Mercy, but their support for the supports the claim that NZ was had been

colonised by 1900. The omission of these Maori from the sources is ~~detrimental~~ detrimental to gaining a clear overview of NZ colonial ~~past~~ setting in 1900. ~~as they~~ The involvement ~~in~~ ^{and} the support of the war by Maori suggests that ~~for~~ some Maori had successfully been assimilated into settler society, & that their ~~a~~ success had become linked to the success of Britain. ~~These~~ ^{The} integration ^{of Maori into Pakeha society} was fundamental to the ~~success~~ success of NZ's colonisation & thus this example of successful integration provides clear evidence that suggests NZ was ~~had~~ been colonised in 1900.

The argument that NZ ~~maori~~ had been colonised in 1900 is also supported through an analysis of the laws put in place to distort & control Tikanga Māori & to alienate Māori land. Source M is a ~~can~~ clear example of the ongoing settler Pakeha desire to homogenise NZ culturally through Pakeha intervention in ~~Maori~~ Tikanga Māori through the control of Te Koro. In SM, Brash is representative of the greater colonial ~~ethic~~ of ~~dominant~~ cultural control & imposition. This is a significant factor in determining NZ's colonial status at 1900 as it directly links to a similar effort ~~by~~ by parliament to ~~continually~~ colonise Maori ~~through~~ ^{working alongside} ~~other~~ ^{such as} other laws, the Chinese Immigration Act, the Old Age Pension Act, & the Maori Representation Act, the Native Schools Act (NSA) served to impose upon young the language of their oppressor as their language of instruction. Through the imposition of culture, language & a marginalised mindset, the NSA served to create a socio-economic hierarchy in which Maori were to become a subservient working class, who ^{could be} ~~were~~ easily oppressed.
 * & anyone seen as the colonial ~~other~~ ^{other}.

2 easily oppressed alienated from their lands. The N&S worked in conjunction w/ The Native Land Act & Land Court to effectively distort Tikanga Maori in a way that would effectively alienate Maori Land. This distortion of Tikanga Maori was crucial to the success of NZ's colonialism because, as historian Paula Allen argues 'the Maori collectivism was philosophically at odds w/ the settler ethic of individualism'. The success of these laws is obvious - between 1865 & 1909 Maori land shrank from 19.1 million acres to 7.4 million acres, & most importantly, collectively owned land ^{was} reduced to 490,000 acres. This alienation of land suggests clearly that NZ was both culturally & physically colonised in 1900.

Analysing the roles of women is crucial to gaining a comprehensive understanding of NZ's colonialism in 1900. While SL1 describes the presence of the Victoria League in NZ, its eurocentric focus renders it unable to provide a full scope of the roles of women, in particular Maori women, in 1900. An analysis of Maori women's resistance to colonialism supports the argument that Maori women NZ had not been colonised in 1900. A key example that supports this was Meri Te Tai Mangakāhia, a woman of mana who used her status to challenge the adoption of Britain's patriarchal political structure into the Maori Kotahitanga parliament. ~~the acceptance of~~ The acceptance of female votes towards the election of ~~the~~ Kotahitanga showed a reform to Tikanga Maori & away from the patriarchal values which underpinned NZ's colonisation.

The importance of female indigenous power was argued by Anne McKernan who argues that the colonizers saw that as long as [indigenous] women held unquestioned power total conquest would fail! The considering this statement relevant to NZ in 1900 suggests that we were not fully colonised.

An analysis of the sources completely suggests that we were not colonised.

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

Extra space if required.
Write the question number(s) if applicable.

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Outstanding Scholarship Exemplar 2021

Subject	History		Standard	93403	Total Score	19
Q	Score	Annotation				
1	6	<p>The candidate's response is characterised by a consistent and convincing argument about the extent to which historical narratives have allowed an understanding of the complexities of colonialism to emerge.</p> <p>Crucially, this response effectively integrates prior knowledge of other historical narratives into the argument. In this case, Scott Morgensen, who argues that colonial regimes do not often acknowledge the importance of women in the colonial narratives.</p> <p>The response is further strengthened by an intelligent interrogation of Sources D1, F1, and F2 to craft a sophisticated argument that critically evaluates differing historical narratives on colonialism. Again, a feature of this response is the fact that there is genuine evaluation evident, rather than mere analysis. Source D1 is evaluated at a sophisticated level in the final section of the response to this question.</p>				
2	6	<p>The candidate's response is characterised by a clearly developed explanation of how the relevant historical relationship is demonstrated in the sources selected.</p> <p>The response moves beyond a mere identification of the historical relationship and fully develops a clear analysis of how the historical relationship is demonstrated in the relevant source. This is demonstrated most clearly in the candidate's critical analysis and evaluation of the historical relationships of past and present in Sources I, J, and K2.</p>				
3	7	<p>The candidate's response is characterised by their successful ability to demonstrate a sophisticated understanding of the historical context of Aotearoa New Zealand in 1900.</p> <p>The candidate demonstrates a highly developed knowledge of the context gained before the examination, particularly in their critical analysis and evaluation of Source M. In this section of their response, the candidate successfully utilises contextual knowledge not contained in the sources to critique and contextualise Don Brash's comments. Historical material is provided by the candidate to convincingly evaluate the extent to which Aotearoa New Zealand has been colonised.</p> <p>Similarly, the candidate's analysis of Source O2 is strengthened by the integration of a wide range of historical material both contained in the resource booklet, and a broader understanding and knowledge of the colonial process in Aotearoa New Zealand.</p>				