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93403



934030

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# 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  
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☐

## 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

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### PLANNING

To a great extent

→ Differing perspectives & historical narratives  
and quotes

1) A/C/D/F3

How it is used though the pearl lense.  
Consistency in past views?

2) Civilising mission E/F1/D2

Intent positive? & yet repercussions

or

3) modern sources & polarising

F2/D1

→ polarising opinions

Begin your answer to **Question One** here:

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"History" and "the past" are two terms that cannot be used synonymously. What these sources illustrate to a large extent is that our understanding of the complexities of colonialism largely hinge around this revelation. ~~The~~ Modern history is not a regurgitation of past events, but instead ~~an~~ an interpretation, built from differing perspectives and conflicting historical narratives that create nuance that is difficult to decode. That, is where the ~~complexity~~ complexities surrounding the issue of colonialism lie.

History can be "unmade and rewritten, always, with various silences and elisions, always with ~~shapes~~ shapes imposed and disfigurements tolerated." (Edward Said). In Legman's terms, that our interpretations of past events are largely subject to change based on modern perspectives or morals. Source A is an illustration of such ~~perspective~~ perspectives perhaps disfiguring the brutal nature of colonialism into a narrative more ~~at~~ palatable. This author describes the colonial process as an "evolutionary" one, ~~historical~~ instructing it to be an inevitability for "degraded societies". This viewpoint, best described as a "colonial apologist" makes light of colonial impact, as merely a "brief and transient condition", in lieu of significant history that cannot be "correlated into some historical

emex" (F3). Here, sources A and F3 offer strikingly different perspectives on the impact of colonisation on ~~the~~ the peoples it affected. Whereas source A concludes that this evolution was as a result of dependent countries needs of advanced capitalizing and therefore a transitional period from which a country operating on "patterns" of dependency could flourish, a case study of the ~~the~~ colonisation and Black history concludes this history is not ~~only~~ only "integral" and "essential" but a crucial part of building modern historical narrative that cannot be swept under the carpet. Where these sources agree however, is in the ways colonisation is viewed in the present day. Despite the contrast between ~~at~~ referencing colonisation as "merely one stage" as opposed to a "ghettoised narrative", these sources ~~to~~ subconsciously agree that colonial activities ~~are~~ provoke societal ~~blatant~~ discomfort in the modern era, and therefore are often explained away. The narratives ~~the~~ therefore, of this time in ~~the~~ history, are constructed off of ~~or~~ our own minds and perspectives. Colonial apologists ~~or~~ <sup>or</sup> sympathists do this in the form of ~~try~~ attempting to legitimise colonial exploits, or present them as simply natural, inevitable practice of subordination of ~~or~~ power under another. ~~Source~~ Those more inclined to explore seeds

theory of post-colonialism on the other hand, would argue strongly the opposite. While these sources do differ ~~to~~ on the timeline of historical thinking, it is interesting and necessary to note that there is continuity in the opinions held in source A, ~~which~~ ~~benefit~~ that reflect older beliefs, and therefore while source F3 ~~may~~ is more recent and possibly better informed, these opinions ~~do not~~ are not born from the ether, and the complexities ~~to~~ ~~interpretation~~ of colonialism therefore do not come simply from recent historical narratives, but are sparked from old colonial ~~ideas~~ myths that were used to legitimise colonial exploits ~~now~~ of past and present days.

"Countries that embraced their colonial inheritance, by and large, did better than those that spurned it." This is a quote we might expect to find from an old English imperialist journal at the height of the British imperial presence in India, for example. However ~~the~~ <sup>the</sup> opinion ~~is~~ was expressed by a political scientist at ~~or~~ Portland State University, 2017. The complexities of colonialism do not only stem from webs of historical narrative therefore, but equally from its polarizing effects in the 21st century, as academic institutions are still utilized to further narratives of subordination and colonial success. "The case for colonialism" as ~~argued~~ argued by Bruce Gilley is that

Colonialism was both "objectively beneficial" and  
 "suspectively legitimate" in the places it occurred. The  
 "age of apology" as he calls it, does little  
 to promote the effects of anti-colonialists on  
 colonial countries, ~~and~~ an effect we may assume to  
 be worse than the impacts of colonial endeavours  
 themselves. Such a perspective, mirrored in ~~sources~~  
 Source A is an example of continuity in colonial  
 thinking passing on into the ~~20th~~<sup>21st</sup> century. Not  
 only this, but support for these thoughts is well.  
 The article states at the end that when the article  
 was reviewed and eventually pulled for its polarizing  
 opinion, the journal editor himself ~~as~~ received  
 death threats, illustrating the complexities surrounding  
 colonialism, and old but evidently prevalent historical  
 narratives surrounding the subject that are supported  
 to this day. Source F2 equally demonstrates  
 this legacy of colonial thought, whereby a  
 book published by Songhera exploring Britain's  
 imperial past was received with asinine hate  
 mail and "imperialist nostalgic racists" who took  
 it upon themselves to make it known that these  
 deeply racist beliefs are rooted in support for  
 colonialism and empire. This ~~also~~ illustrates an  
 image not only of the polarity of colonialist  
 issues and discussions in the 21st century,  
 but complexity in regards to moving forward  
 with unpacking colonialist history. The ~~ideals~~<sup>ideals</sup> that



existed in the 1800s have not withered, and  
 it is subsequently a mistake to assume that  
 the progressive views surrounding the issue are agreed  
 upon or indeed illustrate the norm. The reliability  
 and usefulness of these accounts however due  
 to this ~~fact~~<sup>polarity</sup> would need to be investigated.  
 While we are given DR G.'s extract that ~~caused~~  
 caused his articles ~~research~~ to be removed,  
~~Song~~<sup>Song</sup> ~~say~~ the contents of Song's work  
 would need to be examined to draw a representative  
 conclusion as to the ~~legitimacy~~ ~~legitimacy~~  
~~reasons~~ ~~reasons~~ harm that readers apparently saw  
 in his discussion of empire, although as he  
 states in response to these attacks "When  
 you're talking about empire, you're talking about  
 race, religion", which provides convincing context  
 as to why his article was ~~received~~  
 in this manner, given the complexities <sup>and polarities</sup> surrounding  
 historical narratives of both racism & colonialism.  
 In this way we can see that ~~historical~~  
 conflicting historical narratives as well as <sup>control</sup> ~~control~~ &  
<sup>create</sup> ~~create~~ the complexities of colonialism, and it  
 is in thoughtfully and convincingly <sup>deconstructing</sup> ~~deconstructing~~  
<sup>these</sup> ~~these~~ that we draw closer to forming a holistic  
 understanding of the issue.

## 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

Large extent

→ extractive colonialism disrespects cultural richness & identity

→ Cause & effect / extraction  
G1 + G2

→ perspectives

† + 1 "dominant and  
discouraging for others  
discouraging

→ continuity &  
change

Begin your answer to **Question Two** here:

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USE ONLY

Colonialism in Africa is a nuanced case study into the effects of extractive colonialism on a country's culture, social, economic and political functions and understanding of itself, which these sources ~~strongly~~ convincingly highlight as they describe the "scramble for Africa" and the ~~after~~ sombre aftermath.

The causes of colonial interests in Africa largely describe the supposed "needs" for its occupation, which better help to aid in a holistic understanding of its importance to the economies of its colonisers. Africa was first and foremost a monetary exploit. The "raw materials" (Source A1) that it provided indicated opportunity for investment, as well as "fuel for the industrial revolution". Despite the "Dark Continent" being unknown to most Europeans, ~~there~~ the economic advantages ~~for~~ that could be reaped from colonial control in Africa were recognized in such ferocity that it resulted in a "scramble for Africa". ~~This~~ From this, the presence of European powers in Africa was justified as an attempt to "end slavery", <sup>(A2)</sup> ironically by ~~the~~ creating an enormous market for forced labour in order to support colonial economic interests. The effects of this further, ~~created~~ resulted in a ~~the~~ ~~diminish~~ the narrative that "Africa has no history". For be it

ASS  
US

ASS  
US

\* of good christian practice and strongly  
civilization

Subjects and practices offered by the West" (Source 1)

...~~sacred~~ ~~offering~~ ~~reasoning~~ ~~notices~~

Subjects and practices  
While the ~~proposition~~ <sup>accepting</sup> ~~and~~ <sup>and</sup> integrating these practices may  
not have ~~at~~ closely adhered to the ~~But~~ European  
perspective, ~~the~~ we can deduce that the general  
understanding from Africans was one

view ~~as~~ ~~unpleasant~~ from Africans was one of acceptance toward these industries and ~~with~~ cultures.

However, from this, it is clear that European presence in Africa hinged around an economic perspective and this differed wildly from

Africa hinged around  
the "discovery Africa", this differed wildly from  
African natives. "There was nothing new to discover  
all the time" (H). For

in Africa, we were here all the time" (H). For

A Understandably, Africans held enormous stakes in the continued prosperity of their country, ~~which was~~ now sustained. However,

the continued prosperity which contact with Europe now sustained. However, from a European standpoint, once the thrill of it

From a European viewpoint, "discovering" the continent dispossessed, and the economic potential the country provided had been mined, there was little reason to remain attached to this colony.

~~This~~ This context largely allows for the Historians to understand the ~~eco~~ context of economic deprivation. As he now views

and in Africa in the present day. As we now view the "civil wars" and "state failure" in Africa as

"State failure" (source), a western perspective

most take into account the realities of economic and cultural dependency that European colonialism created in the continent of Africa.

exploits forged with the continent of Africa, a detachment S. 9

Exploits forged with  
from which the script detachment is ~~generated~~

indicated run from an African perspective, and yet  
and the end of an explicit from the European  
viewpoint.

The "Scramble for Africa" and the "Scramble out  
of Africa" (source K2 & G1) depict strong evidence  
for continuity and change within the Africa continent  
that illustrates the ongoing effects of colonial presence,  
and the lingering colonial patterns that continue to  
reproduce in a ~~post-colonial~~ post-colonial world.

While the scramble out of Africa was just as  
hostile, and equally as motivated by economic  
standing for the colonisers, these countries were now  
in a hurry to leave at the threat of those  
kind of colonial role as opposed to their own  
desires to leave. ~~The~~ European presence has since  
extracted itself from the continent, and yet  
"missionaries have continued to offer Christianity and  
civilisation ~~to~~ to the needy" (source K2), the  
link between "colonialism and Christianity" (Source H)  
still ~~illustrating~~ depicting the lingering tenets of  
colonial presence that continues to influence life  
on the Africa continent. The consistency in these  
perspectives and effects of colonial role serve to  
highlight the importance of ~~historical~~ ~~the~~ collating  
historical relationships and observing their overlap  
in order to gain a holistic understanding of the  
colonisation of Africa. It may have seen an

autonomous Afr. decision by the continent to "forgo  
the dream of unity" and "respect the divisive  
frontiers ~~created~~ created by the scramble" (K2),  
but the perspectives and effects of colonial rule  
that linger in Africa ~~create~~ create ~~and~~ patterns  
that outline a depressing continuity that would  
be lost on ~~as~~ a historian analysing these  
relationships as separate entities.



### 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

→ Overwhelming British presence, but still colonial struggle where shows struggle for collective identity.

→ Labour  
Outpost of Britain



Begin your answer to Question Three here:

The extent to which NZ had been successfully colonized by the 1900s is subject to ~~open~~ opinion. From a Pakeha perspective ~~perhaps~~ perhaps, their hold over Aotearoa was tight, and the "Crisis tie" (02) that held them to the motherland grew firm. However, Maori culture and society was still an inevitable, ~~important~~ <sup>integral</sup> facet of NZ society, and therefore perhaps in this respect we could argue that in the 1900s and even to this day, NZ has never truly been successfully colonised, rather a collective identity, separate from the values and ideals of Britain was born. New Zealand is an ~~entity~~ <sup>entity</sup> marriage between Pakeha and Maori, so it is a ~~marriage~~ <sup>marriage</sup> ~~relationship~~ <sup>relationship</sup> nonetheless, and as we see reflected in these sources, Maori influence has never truly left NZ colonial ~~social~~ <sup>social</sup> spheres.

An indication of ~~the~~ <sup>the</sup> success of colonialism in NZ ~~is often~~ <sup>can be</sup> put down to the role of women. Where colonialism is often seen as the "White man's burden" (Rudyard Kipling), the role of white women in securing colonial interests was often a pivotal indicator of the success of ~~colonial~~ <sup>settler</sup> colonial exploits. As source 1 indicated, clusters of "women's organizations" in NZ ~~are~~ <sup>were</sup> were pivotal in providing loyalty too and maintaining the strength of





→ Source 02

"Identification with Britain" lay at the heart of this colonial response, and from this as a historian we could deduce that ~~the~~ ~~the~~ ~~the~~ this illustrates a ~~lack~~ of "successful colonisation" in regards to Maori. Despite being a war of pivotal importance to the nation, ~~the~~ Maori warriors were ~~initially~~ not ~~allowed~~ permitted to fight ~~but they were, certainly, so and so on~~. The reasons given were that this was a white man's conflict that didn't concern Maori, however the "successful colonisation" of NZ arguably hinged around Maori being integrated into society, and given the same "rights and privileges" of British citizens as stated in Article 3 of the Treaty of Waitangi. This ~~arguably~~ arguably puts the case for ~~the~~ NZ not being fully colonized by 1900. The Maori motives for ~~joining~~ joining the war also did not match the imperial motives promoted by Pakeha society. While some Maori ~~rather~~ preferred to stay out of the conflict, others undeniably saw it as a chance to ~~gain~~ gain respect and status so that they might be able to negotiate for ~~their~~ their land and rights. This pattern of thinking can also ~~be~~ be seen amongst Irish Catholics ~~born~~ during their own colonial experience. It however in both cases this notion of fighting for the motherland to regain autonomy ~~was~~ was

and unsuccessful. This once again illustrates that while Pakeha society with their world view could make the case for full colonisation at that time, the reality was often far more nuanced, and the motives of Maori understandably geared toward regaining "mana motuhake" (independence) as opposed to ~~fighting for the crown~~: "loyal contribution to the empire" (So. as we see Seddon promoting to his two pakeha troops in source O1).

The desecration of the Maori language is arguably the greatest facet for arguing that NZ ~~colonisation~~ has been fully colonised, however once again the integration between Pakeha and Maori cultural values and society can be seen in contrasting sources. M & N. Don Brash argues that "New Zealand values are British values", and that ~~Maori~~ ~~language~~ the diminishment of Maori language is not an issue as ~~the~~ <sup>navigating the</sup> ~~colonial~~ socio economic state of NZ only requires English, and the knowledge of Pakeha society. However source N illustrates that MR Brash is mistaken in assuming Pakeha society is not also influenced by Maori values and traditions at its core. The watercolour in source N is a poetic illustration of the interaction and cultural ~~exchange~~ amalgamation that forms the basis of NZ identity as well as the shared history between Maori and

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

QUESTION  
NUMBER

pakeha spaces. The western medium of  
 watercolour ~~parted~~ <sup>framed</sup> with Maori illustrates this  
 co-habitation, which Brewster's hangover of  
 colonial attitudes ~~still~~ reads as naive in  
 the face of it. The painting itself ironically  
 depicts the "true pioneer", "the first attack"  
 on the "victory", making the ~~case~~ case for  
 successful colonialism around the year 1900.  
 However the ~~primary~~ framing of the picture  
 by ~~Maori~~ traditional Maori carvings speaks  
 volumes as to the cultural importance of  
 Maori art and society to ~~the~~ white NZ.  
 These sources illustrate clearly that white  
 pakeha society dominated in the year 1900,  
 we could perhaps argue ~~that~~ that NZ was  
 never ~~truly~~ truly colonized by pakeha ideologies,  
 as the ~~a~~ <sup>unique</sup> unique relationship between  
 pakeha and Maori forged a NZ identity  
~~that~~ that is embraced ~~by~~ by all NZers  
 to this day, despite those that willfully  
 believe in the "inconsistent logic" of  
 complete Maori subordination to colonial  
 endeavours.

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

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QUESTION  
NUMBER

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

ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER

93403



## Scholarship Exemplar 2021

Subject	History		Standard	93403	Total Score	15
Q	Score	Annotation				
1	5	<p>The candidate provides an effective, clear, and direct response to the question. However, candidates being more selective in choosing the most relevant sources to focus upon should be encouraged.</p> <p>The detail provided in the response is extensive and clearly at Scholarship level, with very useful points made about colonial legacies in Source F2, and the continuation of colonial thinking in Source A.</p> <p>The candidate's conclusion greatly strengthens their response makes it easier to achieve a higher score.</p>				
2	5	<p>The candidate makes excellent points identifying and explaining the historical relationship of continuity and change evident in Sources G1 and K2 clearly at Scholarship level, but their response could have been further strengthened by a more selective approach to the detailed analysis of the sources selected (as in Question One).</p> <p>The candidate does manage, in parts, to integrate material in the sources with their own knowledge of the theme of colonialism, and the historical relationship of perspectives is developed to a Scholarship level in their analysis of Sources G2 and H. However, the candidate could have developed these points even further by a greater use of their own knowledge in other parts to achieve a higher score for this question.</p>				
3	5	<p>The candidate's response begins well, with a direct introduction to the specific question posed.</p> <p>Across the response, the sources provided are generally utilised well to develop a Scholarship answer. There is some evidence of historical content learnt ahead of the examination, in terms of references to Te Tiriti O Waitangi and the motives of iwi to engage in war, with connections made to Sources O1 and O2.</p> <p>There are also some useful points made by the candidate in terms of the limits of Source M and the utility of the source regarding the extent to which Aotearoa New Zealand had been successfully colonised.</p> <p>While not at all exhaustive in terms of integrating their own knowledge with material in the resource booklet, the candidate demonstrates some knowledge of the nature of colonialism in Aotearoa New Zealand and was able to convey this at a Scholarship level.</p>				