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SUPERVISOR'S USE ONLY

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 2022 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.

Do not write in any cross-hatched area (✂). This area may be cut off when the booklet is marked.

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

Question	Score
ONE	
TWO	
THREE	
TOTAL	

ASSESSOR'S USE ONLY

INSTRUCTIONS

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

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–H** enable historians to argue that race plays an important role in the shaping of nationalism?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, nationalism and race
- 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 I–N**, and in particular cause and effect, enable historians to understand the tensions between nationalism and race in the Dreyfus Affair?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, nationalism and race
- 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 O–Q**, to what extent did race play an important role in shaping our nation in 1920?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of nationalism and race in Aotearoa New Zealand during the early twentieth century
- an insightful and detailed understanding of this period.

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–H** enable historians to argue that race plays an important role in the shaping of nationalism?

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- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, nationalism and race
- 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.

PLANNING

Limitations;

race - important - shaping nationalism

P1 → race used to unify and distinguish a nation

↳ source B, D, E2.

↳ used to justify colonialism.

→ race is used to build a nation and justify ~~the~~ racism, exclusion and treatment of groups of people

P2 → the idea of 'imagined communities' and the difficulty to maintain/unify/separate.
↳ race makes it easier to solidify nationalism as a system of belief people can subscribe to.

→ H, G

P3 → race does not so much 'shape' nationalism as it drives and manifests in it.

→ race can be used to organize history → F1, F3
history crucial to nationalism E1.

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

Nationalism and race are interconnected in a complex relationship, where race can be seen to underpin, justify and shape various forms of nationalism. Sources A-H ~~enable~~ ^{allow} historians to realize the important role of race in shaping nationalism, in particular how race ~~can be~~ is used to unify and distinguish a nation, justify exclusion and treatment of ^{minorities} ~~groups of people~~, and ultimately solidify nationalism as a system of belief. ~~The sources~~ ^{through} their exploration of race, the sources also ~~show~~ ^{explore} the ~~importance~~ ^{role} of race in nationalism. The permanence of race and its depth in comparison to nationalism, which is largely just a ~~manifestation~~ ^{manifestation}.

~~Race is a key idea~~ A key idea that can be seen throughout the ~~collection~~ ^{collection} of sources is the ~~use~~ ^{use} of race to unify ~~and~~ and thereby distinguish a nation, ^{an idea that} ~~which~~ culminates in the form of nationalism. Source B explores the ~~category~~ ^{category} of race enables, thus allowing both colonialists and minorities to define ~~themselves~~ ^{themselves} in the pursuit of identification and control. Tosh states "race" was originally developed as a category that justified the growing ascendancy of the West over other peoples. This evidence allows historians to ~~see~~ ^{observe} that race is largely a tool used to shape and control a group of people. Tosh explores this concept further by ~~not~~ looking at ~~minorities~~ ^{minorities} own use of the idea of race, "using the words 'reverse discourse', ... ^{they to} ~~maximise~~ embrace the concept of race ... emphasises distance from other groups." In this it can be seen that race plays an important role in defining the boundaries of inclusion and exclusion in a

It is also used to justify the undesirable nature of the 9/11 event in American history.

nation, therefore shaping and constructing nationalism. Essentially, nationalism allows the control and action of large groups of people for a political outcome, or more generally a justification for both desirable and undesirable events. This can be seen in recent history in the context of the September 11 Attacks, where President Bush ~~said~~ says in his address to the nation that muslims "are the heirs of all the murderous ideologies of the 21st Century", stating that "Islamic terrorists are 'jealous' of the 'democratically elected American government'." In this context it can be seen that race is used to solidify political positions and standpoints, and justify the racist behaviour towards those in general of Middle Eastern descent.

~~The limitation of source 1 is that it does not explore a context such as this in depth, but rather as a reference to support a general explanation of nationalism and race.~~ Source E2 reaffirms this aspect of race's importance in relation to nationalism, stating that "the idea of 'Whiteness' is used to make powerful distinctions between... the foreign and native." Therefore, ~~the sources~~ ^{show} ~~show~~ that race shapes nationalism in that it enables the growth and justification of nationalist ideology.

→ this address lends itself to the primordialistic viewpoint that undesirable characteristics are rooted in particular races.

Although the sources establish the importance of ~~nationalism~~ ^{race} in ~~encouraging~~ ^{exploring} encouraging nationalism, they also ~~suggest~~ ^{explore} the separation of these two concepts, and the strength of their dependency on one another. Source E1 states: "Nationalism is often an accompaniment to racism." This wording suggests that Spoonley views nationalism in some


in a more
constructivist
perspective

way connected but independent of race. Rather, that race is the dominant factor and nationalism simply serves as ^{a surface} ~~mark~~ level to racism. Source F1 ~~state~~ explores how ~~the~~ the nationalist ideology is rooted in a connection to the past: "the past ... perhaps the essential element in these ideologies." These sources somewhat diminish the significance of the connection between nationalism and race, drawing nationalism back to the roots of the past, alluring it alongside, or obscuring the stronger component of race in political motives. ~~the~~ Overall, the combination of these sources with the others suggest that race does hold significance in ^{constructing} ~~shaping~~ nationalism and that it feeds into ~~constructing~~ shaping this ideology, yet nationalism is also connected to the concept of a shared history, giving nations ~~success~~ something to unify ^{with} and celebrate. **CONTINUED PG 8**

The concept of nations as "imagined communities" and the significance of unification through ^{a combination of} ~~the~~ past and racial divisions is ~~a~~ a connection across the sources. Ultimately, the sources enable historians to argue that race does play an important role in shaping nationalism, however nationalism is also shaped by the use of the past to draw people into a united whole. The complexity of the connection between race and nationalism can be seen through the ~~of~~ effects of race to control, divide and justify a variety of a nation's behaviours.

4

Paragraph 2 Continued:

Therefore, the sources are useful in their exploration of the ~~idea~~ relationship between nationalism and race, however their limitations lie in that there is a lack of ~~and~~ a depth in ^{the} exploration of how nationalism exists outside of ~~the~~ being driven by race. There are hints of this in Source F1, with the quotation included by Ernest Renan that "~~forget~~ getting history wrong... is an essential factor in the formation of a nation." A further exploration of ~~the~~ nationalism's dependence on the past would have ~~allowed~~ allowed the historian to better assess how deeply rooted nationalism's ideology is rooted in race or if its foundation lies ^{also} ~~equally~~ in other areas. 

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 I–N**, and in particular cause and effect, enable historians to understand the tensions between nationalism and race in the Dreyfus Affair?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, nationalism and race
- 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

Dreyfus Affair

nationalism ↔ race

Cause

Dreyfus
↓
Jewish
↓
racism
↓
fabricated evidence
↓
protect "French greatness/culture"

Sources

→ K

→ J

Effect

↓
allowing nationalism to thrive/
common enemy
→ N
controversy in French politics
→ I2

Tensions

national pride
→ race.

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

The historical relationships between the sources 1-N explore ^{the} ~~the~~ ^{depth and tensions} ~~the~~ ^{known} ~~known~~ of the relationship between ^{context of the} race and nationalism. The Dreyfus Affair, ~~through~~ ^{which} enables historians to realize how nationalism thrives upon the identification of a common enemy by race, in addition to the influence of nationalism and race in consequent French ~~politic~~ politics. Through the lens of historical relationships ^{cause and effect} and such as ~~part and whole~~ ^{continuity and change}, ~~and general and specific~~ ^{can be} these tensions ~~are~~ ^{are} examined, enabling historians to understand how they define the relationship between nationalism and race.

The ~~relationship~~ lens of cause and effect across the sources indicates the significance of race in the Dreyfus Affair, and its consequential effect on nationalism and the national identity of France. Source K identifies the presence of race in the decision-making processes of the French military. The source states "Dreyfus... was a Jew, the eternal alien: a natural suspect to absorb the stain of treason." This evidence indicates that the cause of Dreyfus' ~~see~~ arrest and sentencing was not purely a result of 'circumstantial evidence', but rather the racist belief ~~held~~ ^{that} held by the French ~~army~~ military; ~~this~~ ^{of} belief ^{that} led the military to fabricate evidence for Dreyfus' arrest. Source J further explores the influence of race on the treatment of the Jewish, ^{stating} ~~showing~~ that Jewish bankers were "promoters of an exploitative capitalism", and the prominence of such a view that promoted the publication of the pamphlet "The Jewish State that advocated the creation of an "independent Jewish ~~own~~ country." Therefore,

it can be seen that the cause of the Dreyfus Affair was ~~was~~ largely the ~~war~~ views upon race held by the public and the military, that ultimately encouraged the division of the French and the Jewish by race. This evidence allows historians to understand the tension between race and nationalism, as it shows the prominence of race-based ~~over~~ idealism in the perspectives and actions of the French nation.

Within the ^{historical relationship} ~~terms of~~ ^{cause and effect} ~~past and present~~, the effect of the ~~war~~ racist views in France led to political divisions ~~and~~, but also unification of the nation ~~by~~ by the identification of a common enemy. Source N explores ~~the~~ how the ~~A~~ affair allowed the French public to align against ~~several~~ various aspects of the nation, specifically, ^{were} military ^{perspective on the} "There were those who ^{were} delighted at last to... ~~identify~~ identify common enemies and to denounce them... there were those who claimed that it did not matter whether or not Dreyfus was guilty, provided that the ~~not~~ army was protected and reassured." This directly indicates that the effect of the ~~proq~~ Dreyfus Affair was the fluctuation in perspectives on the source of the French nation's pride and political standpoint; ultimately fuelling and constructing a new definition of nationalism through race. The tension between race and nationalism remains visible today in politics, where radical nationalism such as ethnic ~~pluralism~~ or ~~racial~~ racial nationalism define the nation ~~internally~~ ^{by} by the significance of race in uniting and defining a group of people's shared

Character ~~therefore~~ ~~the Dreyfus~~ Overall, the Dreyfus Affair, ^{examined} ~~view~~ through the relationship of cause and effect, proves that race and nationalism's tension can be found in the struggle to align and ~~achieve~~ the unity the French people, ~~a~~ with nationalism being reaffirmed through ~~the~~ Dreyfus' conviction ~~for~~ being rooted in ~~the concept of~~ the concept of race

The tension between nationalism and race in connection with national pride and strength can ~~be~~ be directly seen in the connections across the sources. Continuity and change ~~in~~ particular allows the historian to ~~observe~~ ~~then~~ understand the struggle to maintain national unity in pride ~~in~~ alongside changing environments, such as the presence of ~~the~~ minorities, within the nation. Source 1 states that "the Dreyfus Affair was part of a continuing conflict over the national identity... the idea of ~~the~~ the nation... now shifted towards a particularist nation of... 'race' in opposition to outsiders." This clearly indicates the change in ~~the concept of~~ France's definition of its nation, furthering the understanding that race directly influenced ~~the~~ ~~the~~ nationalism, ~~within~~ ~~the~~ The continuity of this connection between race and nationalism can be seen in recent ^{French} political ~~decisions~~ ~~decisions~~ decisions, shown by source 2, where ~~political~~ politicians 'argued' over where to place the commemorative statue of Dreyfus, stating that the statue was "collecting dust." ~~this proves that~~ The military's opposition to the ~~placement~~ ~~on the~~ placement of this statue ~~on the~~ on the École Militaire further displays the continuity of race-influenced nationalism

Overall, the relationships in sources 1-N enable historians to understand the tension between nationalism and race, in the ~~the~~ establishment of race based politics and public views through the ~~the~~ catalyst of the Dreyfus Affair, which directed the actions and viewpoints of the French military. The founding of the ~~the~~ nation upon racial grounds of exclusion, ^{combined with} ~~that also~~ the ~~trouble~~ trouble of reconciling and moving beyond this national definition in ^{recent} French politics indicates the ~~the~~ deep tension between race and nationalism. ↙

QUESTION THREE

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

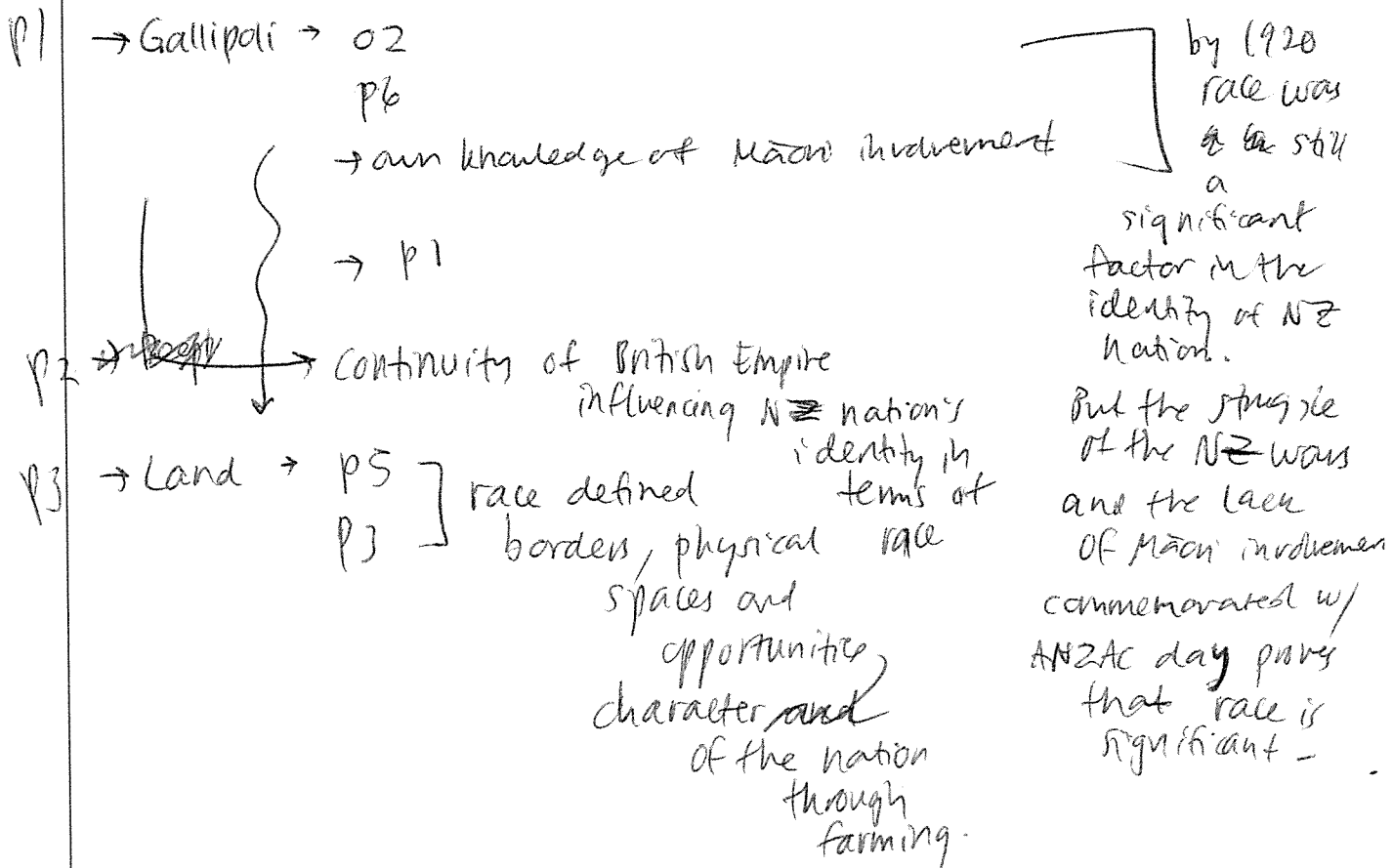
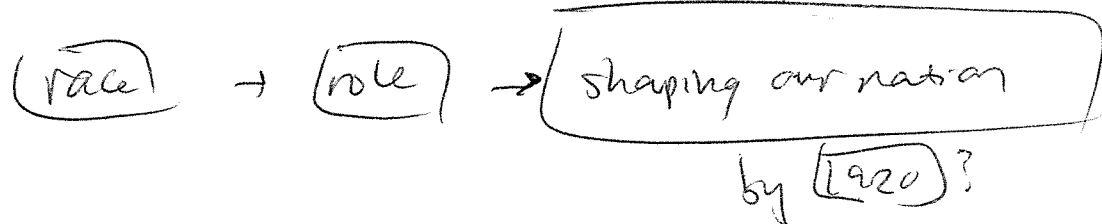
Using **Sources O–Q**, to what extent did race play an important role in shaping our nation in 1920?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of nationalism and race in Aotearoa New Zealand during the early twentieth century
- an insightful and detailed understanding of this period.

PLANNING

Complexity of our past.



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

Race was a significant factor in the formation of New Zealand's identity in 1920. The racial divisions between Pakeha and Māori, and the ^{influence of New Zealand's connection} ~~emerging~~ ~~primary~~ ~~emergence of~~ ~~surface~~ to the British Empire are ~~disappearance~~ ~~stayed~~ were fostered and shaped by ~~the First World War~~ the First World War, ~~particularly~~ ^{the contribution} of Māori soldiers ~~and~~ → creating a national identity that was shaped by perceptions of race. Race was not a newly introduced idea in 1920, but was ~~rather~~ present in the build up to these years, visible in the influence ~~of~~ of the First World War.

The ~~per~~ public ~~begs~~ recognition and value of ~~that~~ New Zealand's ^{war} efforts ~~on the 28th of April~~, commemorated by ANZAC day, displays the importance of race in shaping New Zealand's nation by 1920. Source 02 states that "speakers called the day... one to recall the responsibilities of the Empire." ~~The influence~~ The British Empire remained an influence on New Zealand by 1920, and ~~before~~ in years preceding. Britain marketed New Zealand as a 'better Britain to white settlers, ~~therefore~~ and the 1920 visit of the Prince of Wales to New Zealand indicates the influence of this connection in our national identity. ~~but~~ Race was closely linked to our national identity through New Zealand's ties to Britain, and the pride ~~it~~ ^{^ New Zealand} took in this connection, still holding strength in 1920. The lack of ^{or improper} ~~proper~~ recognition of the Māori soldiers in the war, shown by the sources further indicates the significance of race in New Zealand's national identity. On the War memorial in Auckland shown in source P6,

and the wording "the friendly Māori" which is tagged on to the end of a praise of the 'brave' ^{imperial and} colonial forces', the importance of Māori to New Zealand national identity is diminished. Further shown by source P3, the ~~struggle~~ ~~all~~ tension and denial of Māori's right to a place alongside white New Zealanders can be seen in the protest against Māori soldiers being given land. Therefore race played a significant role in ~~establishing~~ shaping our nation in 1920, as it dictated who would own land, receive ~~reg~~ recognition for their war efforts, and ultimately who it was decided would make up that nation. Race was not simply a factor ~~that~~ ~~found~~ ~~pro~~ founded in 1920, but it ~~was~~ reached a steady peak of influence.

~~The~~ Race was not only used by the Pakeha to ~~can~~ shape the nation, but the war was also seen as a way for Māori to demand more importance and ~~reg~~ respect in the New Zealand nation ~~by~~ ~~as~~ through their service. Source P1 shows a Māori soldier, brave and strong, fighting ~~the~~ Ottoman Turk soldiers. However, in reality, Māori were restricted to trench digging and burying the dead, only accepted into the war effort due to the scale of manpower necessary. Therefore, race held significance in shaping our nation ~~to~~ in that it did not only serve purpose for Pakeha control, but it served as an opportunity ~~for~~ for the Māori people to strengthen their own ~~position~~ place within the nation. However, by 1920 ~~there was~~ Māori ~~was~~ ~~break~~ ~~as~~ a culture was commercialized and used to display the success of New

Zealand's colonialist efforts. This can be seen in the ¹⁹²⁰ founding of Rotorua as a tourist town, purposefully designed with tribes and villages to display Māori culture as an aspect of an old ~~part of the nation~~ ~~old nation~~ in comparison to the new race-defined one of 1920. Source P5 reaffirms ~~this~~ this division ^{purely} through the identification of "the White & New Zealander and the Brown," establishing ~~that~~ that two different kinds of New Zealanders still exist within the national identity. This perspective is ~~somewhat~~ reflective of ~~plural~~ ethnic pluralism, in the ^{central} ~~core~~ idea that each nation has its own unique culture that should be propagated, ~~with~~ instead showing the factions that exist within New Zealand's nation through the ~~by~~ ~~new~~ race-based divider. Overall, in the context of 1920, New Zealand's ~~national~~ was well invested in an identity that ~~excluded~~ treated Māori as an outsider or historical specimen, with Pakeha being the central and valued members of the nation.

New Zealand's national identity was shaped in the years before 1920 through race, and directly in the year itself, where ~~reg~~ recognition of war efforts, ~~and~~ and the division of land were directly influenced by ~~or~~ race. ~~embodied~~ ~~the~~ ~~new~~ The nation was shaped by how race excluded and defined who the heroes of New Zealand were.



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QUESTION
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QUESTION
NUMBER

93403

Scholarship Exemplar 2022

Subject	History		Standard	93403	Total Score	15
Q	Score	Annotation				
1	5	<p>The candidate provides a clear and direct response to the question. The detail provided in the response is extensive and clearly at Scholarship level, with a range of useful general points made about how race is used in the construction of forms of nationalism, both positive and negative. This is evident most clearly in the analysis of Sources B, D, and E2, where the candidate attempted to address the limitations of the source material. Although this is done at Scholarship level, there is room for a little more clarity of prose, and clearer, more concise explanations in this section. A clearer and more concise conclusion to this question would have also strengthened the candidate's response. Those candidates who wrote a conclusion and a very brief introduction for each of the three questions were more easily able to gain a Scholarship level score.</p>				
2	5	<p>The candidate provides a response at Scholarship level, but as in Question One, could have strengthened this further with a more developed and coherent analysis of the sources selected. Solid points were made in terms of identifying and explaining the historical relationship of cause and effect, evident in Sources J, K, and N, but often the analysis of the source itself dominated, rather than an analysis of the pertinent historical relationship.</p> <p>It is important for candidates to integrate material very clearly in the sources with their own knowledge of the theme – in this case, the tensions between nationalism and race. This response manages this in parts, but it is not sustained across the answer. The historical relationship of continuity and change is developed to a Scholarship level in the candidate's analysis of Sources I and L2. However, the candidate could have reinforced the points made with greater use of their own knowledge.</p>				
3	5	<p>The candidate begins well by providing a brief introduction to the question posed, while introducing the development of a national identity as a focus to their answer – a common feature of many responses. The two concepts are different historical topics or foci. The candidate then generally used the sources well to develop a low Scholarship level answer. The response could have been strengthened by the candidate providing some evidence of relevant historical content learnt ahead of the examination. Frequent references to the formation of national identity rather than the shaping of a nation were not penalised in terms of assessment here but a greater focus on the actual wording of the question was needed in this response. So, while not at all exhaustive in terms of integrating their own knowledge with material in the resource booklet, the candidate demonstrated some knowledge of the role of race in the shaping of the nation and was able to convey this at a low Scholarship level.</p>				