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93403



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 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

H: Manufactured myth

P

A: nationalism irrelevant

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

There is no one single definition of nationalism, nor race. Nationalism is a constructed ideology, as is its counterpart, race. Thus the role of race in forming nationalism is clear - just as nationalism is defined by culture, shared language, and heritage, nationalism is defined by race.

A.D. Smith in source A argues that this 'second type of nationalism', one motivated by appeals to ethnicity rather than a desire for civic cooperation, is merely a historical phenomenon, and today, entirely 'irrelevant'. However, a strong counterargument can be constructed here in the fact that the nationalism we experience so commonly today, as demonstrated by the rise of conservative politicians such as Brazilian Bolsonaro, or concerns over immigration as demonstrated by D. Trilling in source E2, has been shaped significantly by our past treatments of race and the racial designations that we, in contradiction to Renshan's argument, seem unable to let go of. The very existence of a 'post-colonial nationalism' as discussed by J. Tosh in source B proves that race has ^{been} and remains, an important factor in the shaping of nationalism.

As stated by P. Spoonley in source E1, nationalism typically identifies national boundaries with racial boundaries or with specific 'racial interests'. Indeed, this argument is supported by the historical treatments of race, as discussed by K.J. Evans in source D. The presence of the 'White Man's Burden' and his desire for cultural and

national aggrandisement through the conquering of indigenous societies and the civilization of ~~the~~ 'heathens' there has created a distinct historical separation between the political interests of separate races & ethnicities, and thus created a nationalism motivated entirely by race. It is, of course, also important to note that a shared culture also plays a role in the formation of nationalism. However, the nationalism created by socio-economic groups and their interests also ~~the~~ hold significant interplay with the issue of race. As ~~discussed~~ ^{argued} by L. Colley in source C, religion played a large role in creating patriotism among peasants. Although Colley appears to owe the development of nationalism to shared ideals and values as inspired by the church, we may look further beyond this argument to realize that the socio-economic groups as described by Colley were often separated by race or skin colour. Take for example the events of the Rwandan-Burundi Genocide, wherein a revolution was motivated by ~~the~~ economic grievances created by arbitrary racial designations to agriculture vs horticulture based on Belgian eugenic beliefs. Thus we may see that even as historians such as Colley cite cultural and religious factors as the creators of nationalism, race remains inherently intertwined in these factors, and thus a key demonstration of the role race plays in the formation of nationalism.

Moreover, the discussion of 'the nationalism as an 'imagined political community'' (Benedict Anderson) further supports

the argument that race plays an undeniable role in the formation of nationalism. D. Canadiere in source #1 argues that these 'imagined communities' relied invariably upon the manufactured myths and invented traditions of the present, rather than perhaps the deep-seated cultural and historical pulls of ethnic / racial groups. Here, we may see a ~~distinct~~ distinct separation between a civic nationalism, a desire for one's country to act as a functioning nation-state based on the active participation of its peoples, and the ethnic and cultural nationalism as described previously. Thus, we may make the argument that ~~contrary to~~ ^{in agreement with} Renan's judgment that the progression of historical studies is dangerous to nationality (source #1), the role of race in civic nationalism is very different to its role in cultural & ethnic nationalisms. Race plays a key role in the formation of these latter nationalisms, as argued by I. Shapiro in source 6. French Canadians, Zulu South Africans, as well as Serbian Yugoslavs to name a few, are invariably pulled by their ethnic affiliations to experience a separate, often far more dangerous, nationalism. Take for example the genocide within and dissolution of Yugoslavia, wherein the 'manufactured myths' of the Battle of Kosovo motivated ethnic notions of nationalism and vengeance to such an extent that it overwhelmed any notions of a civic nationalism entirely. Thus, we may see that race undeniably plays a key role in the formation of cultural and ethnic nationalisms.

Moreover, the construction of the ideology of a 'White Identity' as discussed by J. Trilling in source E2 further supports the argument that race has played a significant role in the construction of nationalism as we know it. Kaufmann establishes the 'White Identity' as itself one of the 'manufactured myths' of nationhood, and thus an instrument with which ~~the~~ nationalism is upheld. Therefore, we may see that the arguments of source D and E2 substantiate each other and thus become more reliable in our argument that race has shaped nationalism significantly. The concept of a 'watermark' upholds historical distinctions between class, race, and sense of belonging within a nation, and thus affect entirely the significant nationalisms that arise from the shared experiences of these socio-economic groups. In addition, the recent publication of source E2 allows for the benefit of historical hindsight in supporting its arguments, in contrast to other sources which were perhaps influenced by the current events of their times, such as Anderson/Hobsbawm, who were invariably influenced in their exposure to events such as the mass movement of the Soviet peoples and the fall of the Iron Curtain.

Therefore, it can be concluded, through our analysis of the provided historical evidence, that race played, and still plays, a key role in the development of nationalism.

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

CAUSE	EFFECT
change / cont - Dreyfus affair no actual conclusion	political / racial tensions today
diff perspec - orthodox (Chirac)	terrorism

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

Within and overall, the historical relationships of ~~change~~ cause & effect and change & continuity in the Dreyfus Affair may be identified in aiding our understanding of the historical tensions between race and nationalism that occurred in the political fallout of the Dreyfus Affair.

In particular, we may identify aspects of cause and effect in that the cause of pre-existing historical anti-semitism and anxieties surrounding the national identity and welfare of France influenced the treatment of ~~the~~ Dreyfus as an enemy of the state, and later on the developments to divided French political opinion that Dreyfus Affair provoked. In a period of transition, when France was politically divided already following the crisis of the French Revolution, tensions of race and nationality had profound effects on the events of and treatment of the Dreyfus Affair. As stated by J.D. Popkin in source J, Drumont's publication La France juive held explosive impact on already deep-seated prejudices against Jewish peoples. The allegations discussed that Jews were an 'alien' peoples and that they were the promoters of a destructive capitalism w doubt infiltrated the mainstream of contemporary thought, and influenced the prejudice that eventually resulted in the unjust treatment of Dreyfus. The interplay of race and nationalism promoted by political thought is aptly demonstrated by Popkin's discussion of the inherent associations held between race and political ideology, as the ~~actions~~ ^{anecdotal} actions of the Jew were used to generalize the political

principles of the thousands. Within this flawed association, we may identify the historical relationships of specific vs general, and the catastrophic effect of anecdotal historical evidence combined with pre-existing prejudice. This historical relationship of cause as racial prejudice motivated by nationalism and effect as the mistrial of Dreyfus is further demonstrated in source K, as Tuchman states that the Jew as an 'eternal alien' - a natural suspect to absorb the stain of treason?

Moreover, it can be seen that the Dreyfus affair acted itself as a cause, with its effect being a fierce questioning of the French national identity and an uncomfortable examination of nationalist, racist prejudices held by the general population in the name of patriotism. As stated by H. Brent in source M1, although French anti-semitism was not a primary historical factor in the following European genocide of the Jewish peoples, the actions of the Vichy government certainly contributed to the deportation and systematic exclusion of Jews from France and other European countries in the 1940s. Thus, we may identify the historical relationships of change & continuity in the persistence of tensions influenced by race in French nationalism. This is further supported by source 12, which describes effectively the French military desire to forget past mistakes, as the statue would be too much of a reminder of old military shame?

Moreover, a key relationship of cause and effect surrounding political tensions between race & nationality in the Dreyfus Affair can be seen as the recent history of French political revolution, as the anti-clerical and anti-military beliefs for present in the period (as described by sources L. & N), caused the suspicion of foreign invasion and colonial adventure, crystallizing eventually into the blatant xenophobia and mistrust for Jewish peoples as displayed in the events of the Dreyfus Affair. The previous experiences of one's own life, or nation, however anecdotal, cannot be dismissed. It is, therefore, paramount to our understanding of socio-political tensions to acknowledge the universalist republican notion that ~~was~~ rapidly shifted to a particularist notion regarding the opposition of 'foreigners' in the name of preserving the fervent 'French' national identity which had only recently been gained through periods of mass bloodshed and strife for the general people. Indeed, as stated by B. Tuchman in source K, the agitation or questioning of Dreyfus' conviction became quickly the making of an enemy in the French army, and effectively political identity.

The effects of this wave of anti-Semitism quickly manifested in the reactionary movements such as the creation of the Zionist movement, which today holds significant relevance as the conflict of Israel - Palestine rages on. The historical relationship of cause and effect can be identified here in that the events of today's world, and the ~~historical~~ historical socio-political forces that influenced it all stem from,

to a certain extent, the past beliefs and tensions that ironically have been passed down through generations. Therefore, it can be seen that the tensions between race and nationality seen here in the Dreyfus Affair may act as a microcosm to wider historical examples of such tensions, thus further developing our understanding of tensions between race + nationalism.

In addition, the historical relationships of differing perspectives may be identified in the tensions of the Dreyfus Affair. As stated in source M1, previous president of the Republic Jacques Chirac encapsulated the orthodox perspective of this Affair by proclaiming that the affair, although morally unjust and innately wrong, ended with the triumph of 'humanist values of respect and tolerance'. This optimistic view denotes an undeniable nationalist agenda, to unite and perhaps even dismiss the previous divisions of French political and racial perception. In contrast, source M2 argues that the historical repercussions of this period and the precedent it set for future treatment of the Jewish peoples played an undeniable role in the development of a further divided French national identity concerning race, and even a substantial role in the European deportation of Jews in WWII, despite P.P. Reade's arguments against this. Thus, we may see that the contrasting historical perspectives of past & present aid us in realizing the nature of tensions between nationalism and race in, the and beyond, the Dreyfus Affair.

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

- Immigration law ✓
- eugenics (post-WWI) ✓ + pro-natalist policies ✓
↳ health camps + D/blanket
- Ratana movement ✓ — land acquisition, repatriation ✓
↳ continuation from NZSA + NLA + USA
↳ soldier settlement scheme (P2 + P3)
- contradict Hobskans argument that nationalism dying

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

Race played a key role in the development of a New Zealand national identity in 1920, and its following decades.

In a period immediately following the effects of NZ Pakeha & Maori participation and the fallout of the 1918 Influenza Epidemic, race and nationalism played a key role in shaping our nation. As stated by A. Bell in source P5, the mutual participation of Maori & Pakeha in contributing troops of the WWI should have created a sense of camaraderie among the peoples of our nation - so often as is referred, the national identity of New Zealand was formed upon the ANZAC shores of Gallipoli. Indeed, as demonstrated by the primary evidence provided in source O1, NZ participation in the war caused was a source of great pride for many in New Zealand. However, Bell's imperative that 'he must never forget that the two races fought side by side as comrades' is indicative indeed of a deeper underlying ~~racism~~ ethnic and political tension that prevented such camaraderie from appearing, as the continuation of old grievances concerning land acquisition, 'civilization' of 'heathen' races, and even the discrepancies and ambiguities of the Te Tiriti o Waitangi were brought to the forefront of New Zealand's concerns upon the return home of Pakeha + British troops. Indeed, the superficial camaraderie as described by Bell, and its underlying issues, are characteristic of future tensions in race relations and New Zealand national identity today.

Following the New Zealand Wars of 1845 - 1872, as well as the successive New Zealand Settlements Act of 1873 and Native Lands Act of 1865, the issue of ~~Native~~ Pakeha land acquisition and repatriation constituted a key facet of race relations and its role in nationalism in ~~NZ~~ NZ in the 1920s. The extended historical grievances of the Maori concerning ~~their~~ land loss played a key historical role in the reparation of races in New Zealand, and their political ideologies & motivations. The newly introduced concept of 'soldier settlements', under which land was distributed by the government to largely Pakeha veterans, was a key cause of outrage in New Zealand, and further exacerbated ethnic divisions + nationalism surrounding land loss and ownership. As stated by M. Foster in source P3, when Minister of Lands D.H. Guthrie attempted to set aside the Hosking Estate for Maori soldiers in 1920, he was faced with immediate and fierce opposition from Pakehas. The subtext that Maori should not be allocated this land because they lacked agricultural skill demonstrates an enduring persistence of Eurocentric beliefs surrounding the 'uncivilized' and 'heathen' nature of Maori, and is suggestive of the deeply-rooted ethnic ~~to~~ divisions and the nationalism they promoted in New Zealand. The emergence of the Rataua Movement, a religious revival which can be seen as a continuation of previous religious - political movements such as Paritaka, or ~~WAAV~~. further demonstrates the presence of an ethnic tension + nationalism in NZ. As stated by Mein Smith in source P4, the Rataua held particular appeal

for the ordinary people who struggled to survive in the 1920s period. This provides a stark contrast to the governmental support provided for Pakeha veterans and citizens during this period, thus further demonstrating the presence of ethnic tensions in NZ and the precedent they set for future race relations in New Zealand.

This issue of land transaction is indicative of a more insidious issue concerning race in New Zealand in 1920 and beyond. As previously stated, ~~the~~ we may observe a persistence of Eurocentric, prejudiced racial beliefs in NZ in the early 20th century. Upon closer inspection, we may also observe a more widespread desire for a 'White New Zealand' more white. Despite the notions of racial brotherhood and camaraderie as promoted by Bell in source P5, the primary evidence presented to us in source P4 demonstrates a distinct separation between the ~~about~~ treatment of Maori vs Pakeha populations, and thus an innate inability for the two ethnicities to observe a unity under the nationalism of 'New Zealand'. As argued by I. Shepp in source C, separate ethnicities invariably felt a pull towards ethnic, rather than civic, nationalisms.

Alongside the continuance of land issues between Maori & Pakeha settlers, New Zealand in 1920 implemented an immigration restriction amendment act, in which an unspoken policy was upheld: immigrants were to be of European descent. In particular, the Chinese were excluded from entering NZ, as they were deemed 'menaces to the democratic order' of New Zealand. Indians were also restricted, as NZ followed

the restriction policies of its ~~sister~~^{neighbour} country Australia. Alongside these immigration policies, the ~~war~~ early deaths of young citizens in WWI ~~presented~~ provoked an increasing concern surrounding the 'welfare' of our nation's people. Among these concerns, clear ~~was~~ eugenic undertones were present. The implementation of pro-natalist policies such as Plunket actively promoted the welfare of mother and child, in an effort to raise birth rates of New Zealand citizens and establish New Zealand as a healthy country. Moreover, many children found themselves being educated on the merits of drinking milk and eating well, as ~~the~~ many malnourished school children were sent to 'weight-gain' camps ~~and~~. An appropriate agricultural metaphor is commonly made here of fattening livestock. Indeed, these policies of 'health', motivated undoubtedly by eugenics and racial prejudices, can be seen as a continuation of more severe assimilation policies implemented in the 19th century, such as the Native Schools Act of 1867, which aimed to erode Maori culture and sovereignty through the teaching of European language and ways of living. Thus, it can be seen that the legislation and government ~~pro~~ funded programs of the 1920s had clear impacts on the separation of Maori vs Pakeha, and thus demonstrates the significant role race played in the formation of New Zealand in 1920 and beyond.

The continuation of such attitudes regarding race and nationalism in New Zealand are entirely present today, and are demonstrative of the far-reaching impacts of an ethnic and cultural nationalism, divided into two distinctive groups: Maori and Pakeha. NZ's

contemporary race relations are subject to much debate, as the questions of land acquisition and a 'racial unity' rage on.

The persistence of these nationalisms disproves Hobsbawm's theory of globalization replacing nationalism, and indeed demonstrates a national need to examine these issues, as a resurgence of nationalism ^{motivated by race} appears here in New Zealand and globally.

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

QUESTION
NUMBER

93403

Outstanding Scholarship Exemplar 2022

Subject	History		Standard	93403	Total Score	22
Q	Score	Annotation				
1	7	<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 important role race plays in the shaping of nationalism. The candidate successfully incorporates a developed knowledge of other historical narratives and/or contexts, such as the reference to the Battle of Kosovo, thereby expanding upon material provided in the paper with their own knowledge of nationalism, positing that the myths of nationalism are powerful historical forces. (Effectively integrating authentic prior knowledge into the argument is a feature of Outstanding Scholarship level responses.)</p> <p>The candidate further strengthens their response by including an intelligent evaluation of both Sources D and F2 to craft a sophisticated argument that critically evaluates two differing historical narratives on nationalism in a comparative manner. There is genuine evaluation evident rather than mere analysis. Indeed, a feature of this response is the consistent and coherent historical evaluation of several sources. The evaluation of Source C, regarding the limits of the argument put forward by Linda Colley, is particularly clear.</p>				
2	7	<p>The candidate's response is characterised by a developed explanation of how the relevant historical relationship is demonstrated in the sources selected. This response moves beyond a basic 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 sustained critical analysis and evaluation of the historical relationships of cause and effect using Sources L and N, reinforced with reference to Source K. Equally, the historical relationships of change and continuity utilising Sources L2 and M1, and differing perspectives utilising Sources L1 and M2 are also referenced.</p> <p>A convincing feature of this response is the depth to which the historical relationship of cause and effect is explored utilising the two relevant sources: an example of quality over quantity in a response.</p>				
3	8	<p>The candidate successfully demonstrates a sophisticated understanding of the historical context of Aotearoa New Zealand in 1920, with regards to the role of race in the shaping of our nation.</p> <p>The candidate also demonstrates a highly developed knowledge of the context, gained before the examination, and shows this convincingly, particularly in their critical analysis and evaluation of Sources P2 and P3 regarding the settlement of land post-World War I. In this section of their response, the candidate successfully utilised contextual knowledge not contained in the sources, to contextualise, with some sophistication, the relationship between iwi, the government, and land in a broad historical context. Historical material is used to convincingly evaluate the extent to which race has played a role in the shaping of Aotearoa New Zealand in the early twentieth century.</p> <p>Similarly, the response is strengthened by the integration of a wide range of historical material both contained in the paper, and a broader understanding and knowledge of the complex nature of how race played a role in the shaping of the nation in times of war (as evidenced using Sources O1 and P5).</p> <p>Again, this response is characterised by quality over quantity, as not all sources provided are, or need be, utilised. The prior knowledge of the candidate, gained before the examination, was vital to securing an Outstanding Scholarship grade for this question.</p>				