



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard History Level 1

This exemplar supports assessment against:

Achievement Standard 92024

Engage with a variety of primary sources in a historical context

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the standard requires the student to engage with a variety of primary sources in a historical context.

This involves selecting different types of primary sources for a focus question, identifying the relevance of the evidence to the focus question through source annotation, and identifying strengths or limitations of the sources where appropriate.

The student has selected five primary sources – an interview, letter, newspaper articles, artefact, and photograph. An annotation has been provided that establishes how each source addresses the focus question, ‘What was the experience of war like for New Zealanders?’. These annotations make specific reference to the evidence in the source.

Each of the sources has at least one identified strength or limitation that is valid. For example, strength annotations that directly link to the reliability of the source, or limitations that identify the gaps in the evidence or how the source may not be representative of the wider experience.

Some of the bullet point annotations would need further specificity or development to reflect expectations at curriculum level 6, or to be a valid strength. For example, the bullet point “*Shows love, homesickness, and tiredness of war*” provided for Source D has not identified a strength.

The varied comments of both the strengths and limitations (such as, reliability, representation, gaps, insights, perspective) demonstrate a consistent understanding of the types of aspects a historian considers when assessing the value of a source.

For Merit, the standard requires that the main ideas of the evidence are identified. This has been done successfully for Sources A, J, and P. However, slightly more development of the comments made, further identification of the main ideas in the remaining sources, and a more explicit link between the main ideas and the focus question would be required for this criterion to be satisfied.

Additionally, the Merit requirements include an explanation of strengths and limitations within the collection of sources. Greater depth, clarity, and specificity of the comments made could allow for a Merit judgement. For example, when discussing the limitations of the Peter Renshaw’s interview, further explanation of why his “*memories may not be fully accurate*” with reference to the time that had lapsed from the event, the conditions of war, and the influence of accounts and experiences of others he has interacted with since the war, is the type of extra depth required.

My chosen question: What was the experience of war like for New Zealanders?**Oral Interview Transcript*****And what about service in the Pacific? Do you think that that was recognised?***

I don't think it has been. I don't think people realise just what we'd done you know. See, where we went, we were actually, that...was actually the first opposed landing since Gallipoli, I don't think that was, it was a tough one. people didn't realise that, you know. I suppose we expected to be recognised for what we'd done, put it that way, and we felt we weren't.

And I used to bump into some of my mates and oh, you know, I, we used to, sometimes used to kind of drink in the old Grand Hotel along Willis Street. I don't know if you remember where that was. We'd be in there drinking, and we'd talk about where we'd been, and that sort of thing and, and we always had this, all had this feeling that we should have been given more recognition.

The Pacific people?

Yes, yes.

So why do you think that was?

I don't really know. We hadn't seen as much action as we would have done if we'd gone to the Middle East I suppose.

So did you feel that the people who were in the Middle East and later Italy were more recognised than you?

You could say that. Yeah, you could say that I think.

Source (adapted): 'Sound: Peter Renshaw describes the war in the Pacific', URL: <https://nzhistory.govt.nz/media/sound/peter-renshaw-war-in-pacific>, (Ministry for Culture and Heritage), updated 7-Mar-2013

Source A Annotation

This is an oral interview with a New Zealand WWII veteran who served in the Pacific. He explains how soldiers like him didn't feel properly recognised. He and his mates often talked about not getting the respect they deserved. This personal account shows how not all soldiers had the same experience after the war, depending on where they served.

Strengths

- Firsthand story from someone who was there
- Shows real feelings of a Pacific soldier

Limitations

- Just Peter Renshaw's view, not sure how many other servicemen felt this way
- Memories may not be fully accurate
- Doesn't show what others or the government thought

SOURCE D: Letter from Ben Rata to his parents

Letter from Ben Rata of D Company 28th Māori Battalion, to his parents, May 1944. The original was written solely in Te Reo Māori.

Ki taku Whaea,

Arohanui.

E tuku atu ana ahau e Hema, I taku arohanui kia koutou e noho maina i to tatou kainga i roto i te reta nei, me taku inoi ka tae atu a te reta nei ka kite kei te pai tonu to koutou ora.

Kei te pai to maua ora ko aku teina. Kei te hohipera a Bunty e tangohia ana nga niho.

Kia kaha e Mama ta koutou inoi mai matou in nga wiki e haere mai nei ka tutaki ano matou ko te hoariri. Kei te pewhea taku tuahine. Kei te pai tana ora. Ka tae mai tetahi o ana reta e ki ana kua hoki a Dad ki te mira mahi ai. Kei te pewhea a Tuhira me John Tana. Ki atu kia Gus ko ia ke te mea whiwhi roro. Kiatu mea he roro ngoku kei te kainga tonu ahau e noho mai na.

Koe nei tetahi whenua kino. To matou pirangi ranei he hoki atu ki te kainga. Ko ata hoha matou ki tenei whenua. Kaori mohiotia awhea ka mutu tenei whawhai.

Kaua ra wareware ki a matou e Mama. Inoi tonu mo matou hoki no atu matou kia koutou.

*Heoi ano ra e Mama,
Na to Tamati arohanui,*

Ben

To my beloved Mother,

I am sending you this letter Mother with all my love to you all in the Homeland with my earnest prayer that this letter will reach you all in the best of health.

My younger brother and I are well. Bunty is in hospital to have his teeth out.

Mother, I would ask you to pray fervently for us in the weeks to come as we will again be facing the enemy. How is my sister? Is she well? I have received one of her letters in which she stated that Dad has gone back to work at the mill. How is Tuhira and John Tana? Tell Gus he is the brainy one. Tell him that if I had brains I would still be at home.

This is an awful place. We are all wishing to get home. We are very sick and tired of this land. However one does not know when this War will end.

Do not forget Mother to always pray for us until we return.

Enough Mother.

From your beloved son, Ben.

Source: Ramsden, G. E. (1941-1944). *Letters written in action overseas, with introductions*. <https://tiaki.natlib.govt.nz/#details=ecatalogue.70918> [Manuscript].

Source D Annotation

This is a letter written by a Maori soldier named Ben during WWII. He shares deep love for his family and how he misses them. He asks his mother to pray for him, showing how important family and faith were. This helps us understand a Māori perspective of war and what it was like to be far from home. His experience involved homesickness, and the hardship that comes with war.

Strengths

- A real letter with true emotions so gives strong personal insight.
- Reliable as a personal account of the soldiers experience
- Shows love, homesickness, and tiredness of war
- Gives a Māori view, showing the value of culture, prayer, and language
- Originally in Te Reo Māori, showing identity and pride

Limitations

- Just Ben Rata's story- it may not reflect how the majority of soldiers felt. Could have been different depending on what battles soldiers faced.
- Might not be fully honest—he could have left things out to avoid worrying his family
- Doesn't talk much about battle or daily life at war

SOURCE J(i): Nurses Volunteer

NURSES VOLUNTEER

(By Telegraph--Press Association.)

HAMILTON, October 30

Nearly all the sisters and nurses of the Waikato Hospital who are eligible for service in the New Zealand nursing service have volunteered for war work with the forces. One sister is already serving at Hopuhopu camp, and 14 sisters have enlisted.

Source: Nurses Volunteer. (1939, October 31). *Evening Post*, p.6.
<https://paperspast.natlib.govt.nz/newspapers/EP19391031.2.32>

SOURCE J(ii): Women Drivers

Source J Annotation

This newspaper article talks about women from Waikato, especially nurses and drivers, volunteering to help in WWII. Almost all nurses from Waikato Hospital joined the effort, and women from Hamilton helped drive military vehicles. It shows how women played big roles on the home front, even though they weren't fighting.

Strengths

- From a published article, likely based on real facts
- Highlights high numbers of women helping
- Gives examples of roles women had (nursing, driving)
- Shows that the war effort included more than soldiers

Limitations

- It could be biased to seem positive in order to encourage others to enlist to help
- No quotes or personal stories from women
- Doesn't show challenges women faced
- Focuses only on Waikato, not the whole country

WOMEN DRIVERS

USE IN WAR WORK

(O.C.) HAMILTON, Tuesday
Arrangements have been made by the Hamilton Women's Volunteer Auxiliary Corps to provide five women drivers to operate vehicles between the Ngaruawahia camp and Hamilton, a distance of about 14 miles. The scheme is to come into operation immediately, and is to be on a voluntary basis. The saving of soldiers' time is a factor which has prompted the military authorities to accept the women's offer.

Source: Women Drivers. (1941, July 30). *New Zealand Herald*, p.11.
<https://paperspast.natlib.govt.nz/newspapers/NZH19410730.2.140.6>

SOURCE P: Emergency Precautions Scheme Armband - Artefact

This armband (or armlet) was worn to identify members of the Emergency Precautions Scheme (EPS) in New Zealand during World War II (1939-45).



Source: unknown maker (1939-1945). *Emergency Precautions Scheme [Armband]*. Te Papa. <https://collections.tepapa.govt.nz/object/1029262>

Source P Annotation

This armband was worn by members of the Emergency Precautions Scheme (EPS) in New Zealand during WWII. It showed that someone was part of the official emergency team. These people helped during blackouts, drills, fires, and other threats. This object shows how people helped protect New Zealand at home during wartime, even if they weren't overseas.

Strengths

- A real item from the war, showing what people wore- its authenticity is a strength
- Proves New Zealand had organised safety teams
- The crown symbol shows it was an official government role

Limitations

- No labels or info about who wore it or where
- As just an object, it doesn't tell us people's feelings or how it affected them

SOURCE T: Māori members of the Women's Army Auxiliary Corp, Wellington wharf

Uniformed Māori members of Women's Army Auxiliary Corp welcoming the Māori Battalion on Wellington wharf. Taken by John Dobree Pascoe, on 23 January 1946.



Source: Māori members of the Women's Army Auxiliary Corp, Wellington wharf. Pascoe, John Dobree, 1908-1972 :Photographic albums, prints and negatives. Ref: 1/4-001636-F. Alexander Turnbull Library, Wellington, New Zealand. [/records/22858429](https://records.alexanderturnbulllibrary.govt.nz/records/22858429)

Source T Annotation

This is a photo of Maori women from the Women's Army Auxiliary Corps during WWII. They are smiling and waving, for the people they were welcoming the soldiers showing that even though they weren't on the frontlines, they supported the war and offered their skills and services in whatever ways they could.

Strengths

- Primary source taken during the war by official photographer John Pascoe, therefore high reliability and authenticity
- Shows Māori women were involved in the military and shows diversity in the war effort
- Visual evidence of emotion and unity

Limitations

- No names or clear context
- Doesn't show what roles they did or how they were treated
- Could be staged or used for propaganda
- Doesn't show their personal thoughts or struggles

Connected Sources

All sources show different ways New Zealanders experienced WWII, whether overseas or at

nz. One main similarity is people stepping up to help: Maori women joining the Army

Auxiliary Corps, Waikato nurses and drivers volunteering, Ben writing home from the front,

and civilians wearing armbands for emergency roles. Several sources show the emotional side of war, Ben's letter reveals fear and love, while the Pacific veteran shares frustration about being unrecognised.

One difference is that some sources focus on official roles like uniforms, armbands, and public duties, while others give personal feelings and cultural views. For example, Ben's letter and the veteran interview are very personal, while the newspaper and photo are more public or staged.

Together, these sources offer a wide picture of New Zealand's WWII experience. A strength is how they include multiple perspectives: Māori, women, soldiers, and civilians. They show that WWII wasn't just about fighting—it was about community, support, identity, and sacrifice. However, a weakness is that many sources give limited views. Some don't include full stories or show only one side. For a full understanding, we'd need more details, especially about how people were treated and what life was like after the war.

Grade: Merit

For Merit, the standard requires the student to interpret a variety of primary sources in a historical context.

This involves selecting different sources that are appropriate to the chosen focus question, annotating these sources to identify the main ideas in the evidence, and explaining the strengths and limitations within the collection of sources, where appropriate.

A variety of sources have been selected (two photographs, a newspaper article, an FBI document, and a speech transcript). A specific and clear annotation that explains the relevance of the evidence to the focus question is provided, demonstrating the appropriateness of the source selection. These annotations, in addition to the table provided in the final slide, identify some basic main ideas from the evidence.

The main ideas have been identified in two instances. Firstly, in most of the individual source templates, and later, in the final evaluation section (2nd paragraph). These main ideas centre on the violent responses, passive resistance, and extremism of some segregationists, including law enforcement personnel.

Within the collection of sources there are sufficient instances where the strengths and limitations of the evidence or source type have been explained to ensure the Merit criterion has been satisfied. For example, the strength of Sources 1, 4, and 5 and the limitations of Sources 1, 3, and 5 clearly go beyond 'identifying' to reflect the requirements and provide an explanation. In some cases, the strength annotation needed to more clearly go beyond describing the source or making general comments on the limitation of the source type (i.e. Source 2).

For Excellence, the standard requires connections to be made between the sources with reference to the main ideas. In the final slide, the student offers some basic discussion of the shared ideas. However, these need further development to reflect the expectations for Excellence.

The Excellence criteria also require a reflection of the strengths and limitations across the collection of sources. While valid comments about the strengths 'as a whole' have been provided (i.e. the strong corroboration of ideas increases the reliability of the findings), the limitations of the collection of sources have not been addressed. This could have included a discussion of the gaps in the evidence provided, whether the full timeframe of the campaign and the ensuing violence has been captured, or whether all forms of violence that occurred (such as forceful arrests) have been addressed in the collection of sources.

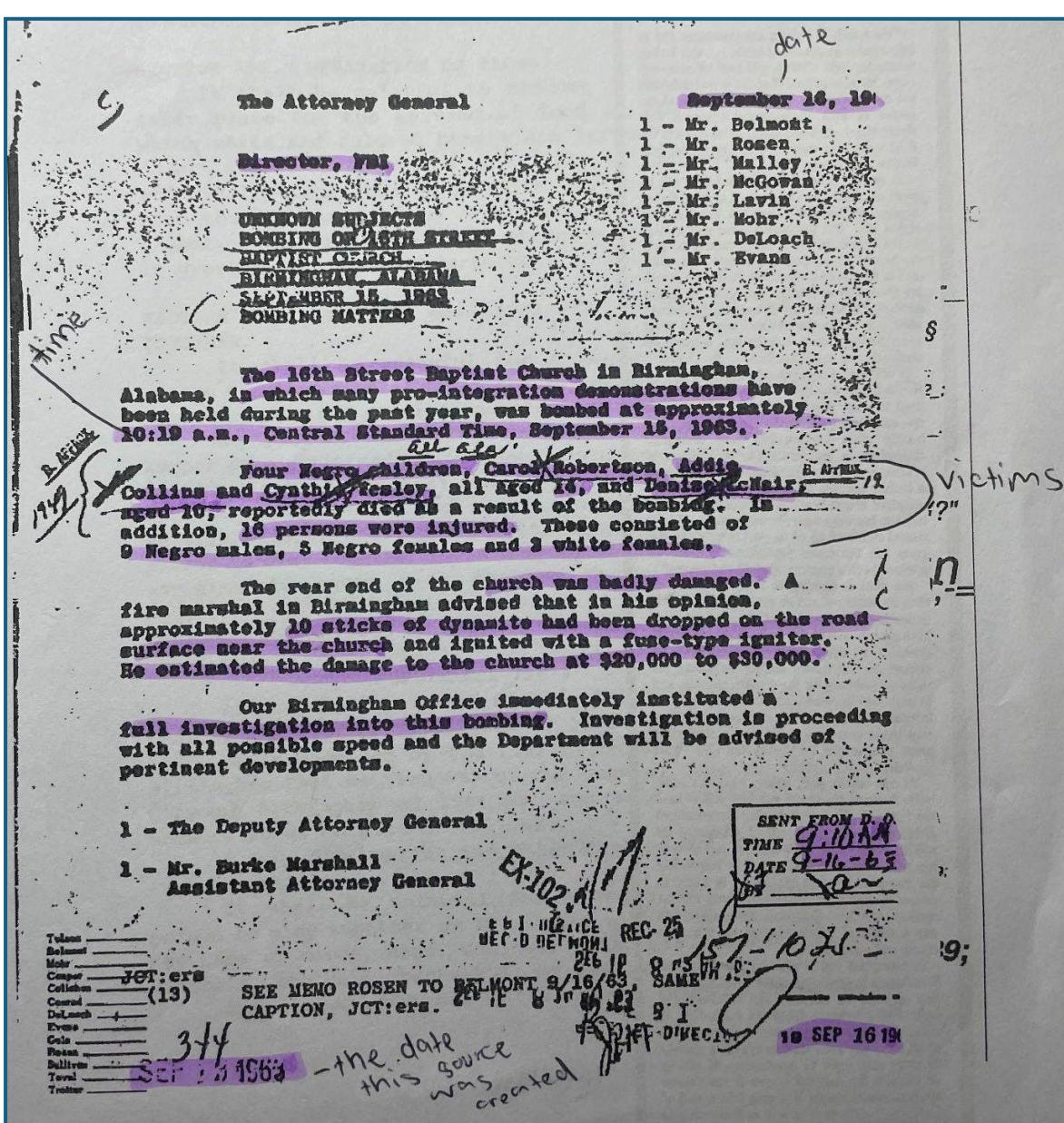
Inquiry Focus Question 1:

How did the Birmingham Campaign 'Project C' provoke violence?

Source 1: PRIMARY SOURCE

Source Details	Director, FBI. (1963, September 16). <i>Sixteenth street baptist church bombing</i> . https://vault.fbi.gov/16th%20Street%20Church%20Bombing%20/
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Source information



<p>Annotations</p> <p>How does this piece of evidence relate to the Focusing Question?</p> <p>Write up to 100 words</p>	<p>This source helps to answer the focus question of 'How did the Birmingham campaign 'Project C' provoke violence' because it is about the bombing of the 16th Street Baptist Church in Birmingham Alabama, on the 15th of September 1963. The bombing of the 16th street church was clearly a violent response to the Birmingham Campaign because at the start of this source, it states that this church was known to be where many pro-integration demonstrations have been held. However, this was at the cost of the death of four young girls no more than 14 years of age, and 16 others injured. The main idea of this source is that segregationist went to extreme measure, not afraid to use violence, to maintain the status quo.</p>
<p>Strengths and Limitations</p> <p>Describe the strengths and limitations of the source (e.g. reliability) Write up to 150 words maximum</p>	<p>One strength of this source is its reliability. This source is from the FBI vault. This source is reliable because it is a FBI created memo, created a day after the event of the bombing so is likely to have collected enough information on what happened without it being distorted by time. It doesn't appear biased as it often uses specific evidence such as estimated costs and it recounts the story without emotion. This helps to demonstrate its reliability.</p> <p>A limitation of this source is that it isn't very detailed. This source tells us all the basic information of the 16th street bombing, but doesn't go into detail about the people, the damage, and the background information that could have influenced the facts. Another limitation of this source is in the last paragraph, "Investigation is proceeding with all possible speed and the Department will be advised of pertinent development". This is a limitation because using this source alone, we don't know what the results of this investigation was, or if they ever caught the people responsible for the bombing, and the death of 4 young girls.</p>

Source 2: PRIMARY SOURCE

Source Details	<p>The Civil Rights Movement Archive. (n.d.). <i>After Connor ordered fire hoses on the protestors, Birmingham Campaign phase 2</i> [photograph]. https://www.crmvet.org/imgbham.htm.</p>
	
Annotations	<p>This source helps to answer the focus question of how the Birmingham campaign 'Project C' provoke violence because this photo shows the force and brutality of the fire hoses pressure, and how it was used as a response to the peaceful protesters. Fire hoses was one of the ways the Birmingham police commissioner and arbiter of public safety, Eugene 'Bull' Connor instructed the police and fire brigade to disperse the protesters. The fire hoses were used during phase three of the Birmingham campaign, when the children and teenagers were protesting.</p>
Strengths and Limitations	<p>The strengths of this source is that the photo has a clear perception of the violence that was provoked from the Birmingham campaign. We can see that the water pressure is very strong by the way that the teenagers and children are covering their faces and cowering away from the force. You can also see on the back of the fireman's jacket there is the initials 'BFD' which stands for Birmingham Fire Brigade. With photos we get an in the moment event, and a visual representation of the whole scene which is something we can get from reading an article.</p> <p>The limitations of this source is that photos can be taken at a specific time and angle to portray only what the photographer wants the audience to see, which means that the photo could leave out certain details that could change the whole meaning of the image, therefore making this a limitation of this source. Images can also have the potential to be staged, and since it is only a singular moment, we can't know what actually happened before and after the photo was taken.</p>

Source 3: Primary Source

Source Details	Foster Hailey. (1963, May 4). <i>Nytimes.com</i> . The New York Times - Breaking News, US News, World News and Videos. https://www.nytimes.com/1963/05/04/archives/dogs-and-hoses-repulse-n-heroes-at-birmingham-3-students-bitten-in.html?searchResultPosition=1
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Source information

Paste your source here and highlight.



Annotations

This source helps to answer the focus question of to how did the Birmingham campaign “project C” provoke violence because it provides us with details of the police dogs and the fire hoses used on the black protesters, tells us the amount of people involved in marches and how many protesters were arrested and other details relevant to the time period. This source talks about two days, the 3rd and the 4th of May 2, 1963, and the violence used against the black protesters on these days. The main idea of the source is the sustained violence and aggression shown to protestors but their determination to continue despite this.

Strengths and Limitations	<p>A strength of this source is reliability. This newspaper article was published by the New York Times, which is an American daily newspaper which was founded on the 18th of September 1851. The New York Times is the 2nd biggest newspaper in the USA and ranked 17th in the world. This makes this source reliable because it's a source that is globally recognized and has real time updates on global problems.</p> <p>Another strength of this source is the detail provided. This source was published on the 4th May, 1963 and has information on the 3rd and the 4th of May 1963. This source provides detailed accounts of how the peaceful black protesters were met with police dogs and powerful fire hoses.</p> <p>A limitation of this source is that it could be biased. This article was written by one person, Foster Hailey, and he could have slipped in his bias into the writing. There is also very dramatic vocabulary used in this article which is used to evoke emotions out of the readers, such as "The full force of the water was then turned on them, and several were knocked sprawling."</p>
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Source 4: PRIMARY SOURCE

Source Details	<p>Civil Rights Movement. (n.d.). <i>Civil rights movement -- Images of a peoples' movement</i>. Civil Rights Movement Archive. https://www.crmvet.org/images/imgbham.htm</p> <p>=</p>
	

Annotations	This source helps to answer the focus question of 'How did the Birmingham campaign "Project C" provoke violence' because it gives us a visual representation of the police dogs attacking the black protesters and the police officer also grabbing the protesters right arm. In this photo we can also see that the protesters' clothes are being ripped and pulled by the police dog, and how much damage is already done to the protesters pants. The main idea of this image is how the police dogs were used as an act of violence against the peaceful protesters, which supports the focus question.
Strengths and Limitations	A limitation of this source is that photos can be biased. The photographer would have chosen an exact moment to snap this picture to portray exactly what the photographer wants the audience to see- in this case a close up shot of a dog attacking a peaceful protestor. Also, pictures don't give us the whole story, only a small snapshot of time, so we can't know what is actually happening behind the camera and outside the frame.

Source 5: Primary Source

Source Details	Voices of Democracy, the U.S. Oratory Project. (2016, July 5). <i>Lewis, "Speech at the march on Washington," Speech text.</i> Voicesof Democracy. https://voicesofdemocracy.umd.edu/lewis-speech-at-the-marc-h-on-washington-speech-text/
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Source information**Paste your source here and highlight.**

JOHN LEWIS, "SPEECH AT THE MARCH ON WASHINGTON" (28 AUGUST 1963)

<https://voicesofdemocracy.umd.edu/lewis-speech-at-the-march-on-washington-speech-text/>

[1] We march today for jobs and freedom, but we have nothing to be proud of. For hundreds and thousands of our brothers are not here. For they are receiving starvation wages, or no wages at all. While we stand here, there are sharecroppers in the Delta of Mississippi who are out in the fields working for less than three dollars a day, twelve hours a day. While we stand here there are students in jail on trumped-up charges. Our brother James Farmer, along with many others, is also in jail. We come here today with a great sense of misgiving.

[2] It is true that we support the administration's civil rights bill. We support it with great reservations, however. Unless Title III is put in this bill, there is nothing to protect the young children and old women who must face police dogs and fire hoses in the South while they engage in peaceful demonstrations. In its present form, this bill will not protect the citizens of Danville, Virginia, who must live in constant fear of a police state. It will not protect the hundreds and thousands of people that have been arrested on trumped charges. What about the three young men, SNCC field secretaries in Americus, Georgia, who face the death penalty for engaging in peaceful protest?

[3] As it stands now, the voting section of this bill will not help the thousands of black people who want to vote. It will not help the citizens of Mississippi, of Alabama and Georgia, who are qualified to vote, but lack a sixth-grade education. "One man, one vote" is the African cry. It is ours too. It must be ours!

[4] We must have legislation that will protect the Mississippi sharecropper who is put off of his farm because he dares to register to vote. We need a bill that will provide for the homeless and starving people of this nation. We need a bill that will ensure the equality of a maid who earns five dollars a week in a home of a family whose total income is \$100,000 a year. We must have a good FEPC bill.

[5] My friends, let us not forget that we are involved in a serious social revolution. By and large, American politics is dominated by politicians who build their careers on immoral compromises and ally themselves with open forms of political, economic, and social exploitation. There are exceptions, of course. We salute those. But what political leader can stand up and say, "My party is the party of principles"? For the party of Kennedy is also the party of Eastland. The party of Javits is also the party of Goldwater. Where is our party? Where is the political party that will make it unnecessary to march on Washington?

[6] Where is the political party that will make it unnecessary to march in the streets of Birmingham? Where is the political party that will protect the citizens of Albany, Georgia? Do you know that in Albany, Georgia, nine of our leaders have been indicted, not by the Dixiecrats, but by the federal government for peaceful protest? But what did the federal government do when Albany's deputy sheriff beat Attorney C.B. King and left him half-dead? What did the federal government do when local police officials kicked and assaulted the pregnant wife of Slater King, and she lost her baby?

[7] To those who have said, "Be patient and wait," we have long said that we cannot be patient. We do not want our freedom gradually, but we want to be free now! We are tired. We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again. And then you holler, "Be patient." How long can we be patient? We want our freedom and we want it now. We do not want to go to jail. But we will go to jail if this is the price we must pay for love, brotherhood, and true peace.

[8] I appeal to all of you to get into this great revolution that is sweeping this nation. Get in and stay in the streets of every city, every village and hamlet of this nation until true freedom comes, until the revolution of 1776 is complete. We must get in this revolution and complete the revolution. For in the Delta in Mississippi, in southwest Georgia, in the Black Belt of Alabama, in Harlem, in Chicago, Detroit, Philadelphia, and all over this nation, the black masses are on the march for jobs and freedom.

[9] They're talking about slow down and stop. We will not stop. All of the forces of Eastland, Barnett, Wallace, and Thurmond will not stop this revolution. If we do not get meaningful legislation out of this Congress, the time will come when we will not confine our marching to Washington. We will march through the South; through the streets of Jackson, through the streets of Danville, through the streets of Cambridge, through the streets of Birmingham. But we will march with the spirit of love and with the spirit of dignity that we have shown here today. By the force of our demands, our determination, and our numbers, we shall splinter the segregated South into a thousand pieces and put them together in the image of God and democracy. We must say: "Wake up America! Wake up!" For we cannot stop, and we will not and cannot be patient.

Annotations	This source helps us answer the focus question because this source gives us another example of the police dogs and fire hoses used on the young children and old women. (paragraph 2). This speech was said by John Lewis at the Washington march, 28th August 1963, and he speaks about the inequalities that black Americans were experiencing and the violence they were receiving, "We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again." This quote from paragraph 7 gives us an example of the violence provoked through the Birmingham Campaign. This source also talks to the determination of coloured Americans to achieve their freedom, despite the violence they have endured.
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Strengths and Limitations	<p>The strengths of this speech is that it was said by John Lewis, a co-founder and chairman of the Student Non-violent Coordinating Committee (SNCC). He helped lead and organise many civil rights movements, such as the Freedom Rides, the 1963 March on Washington, and the Selma to Montgomery Marches. This means that this source is reliable because he has lived and first-hand experienced what he is speaking about, and has been a great leader to many black Americans.</p> <p>A limitation of this speech is that it might be biased. This is because John Lewis would have a personal opinion on the situation, and he could use emotive language and personal beliefs to convince others to understand his point of view. Another limitation of this source is that we can't fully experience this speech when it is in this form. When it is written we lose a lot of the detail, such as, his facial expressions, hand gestures and tone of voice. This is a limitation because since we are losing all this information, we might miss a main point of his speech, and/or miss interpret his words.</p>
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Evaluation

All of these 5 sources in some way helped to answer the focus question, 'How did the Birmingham campaign (Project C) provoke violence', but when the sources are used together, they are much stronger.

For example, source 3, 4 and 5 all corroborate each other with information and stories of the police dogs and fire hoses used on the black protesters, which makes these sources more reliable. Some differences between the sources are if they are factual or emotional. For example, sources 3 and 5 are very emotional. They both use personal stories and emotive language to get their main idea across, and describe the violence provoked from the Birmingham campaign. Whereas source 1 is purely factual, only telling us the details of the damage and casualties of the bombing, without including any emotions/feelings.

Across all of these sources, the main idea/theme portrayed is violence. Source 1 describes a devastating bombing, source 2 shows us a visual representation of the fire hoses being turned against the black protesters, source 3 gives a detailed recount of the violence from the white police and fireman, as well as members of the public, source 4 shows us the police dogs attacking the protesters, and source 5 gives us another account to verify the fire hoses and dogs being used on the protesters. This theme helps to answer my focus question because the question is how did the Birmingham campaign provoke violence, and all five sources have the main idea of violence, caused by the Birmingham campaign.

In conclusion, all five sources helped to answer the focus question when used all together, they gave us a clear account of the violence and cruelty produced from the Birmingham Campaign and provided a wide range of information that was used to help develop further understanding of the violence and racism during the Birmingham campaign.

Grade: Excellence

For Excellence, the student needs to examine a variety of sources in a historical context.

This involves selecting different sources appropriate to the focus question and then annotating these to establish their relevance and make connections between the main ideas identified. In addition, Excellence requires a reflection on the strengths and limitations of the collection of sources as a whole.

The student has selected a range of appropriate primary sources and clearly and specifically detailed how they answer the focus question: 'What the different experiences were of New Zealanders in the RNZAF during World War Two'.

The main ideas are identified (for example, pride in service, survival and escape, bravery, homesickness, danger, and risk). Connections are made between these ideas, as required for Excellence. This is done explicitly in the template provided after the sources.

In this template the student addresses the ways in which ideas are repeated, but also where they differ. For example, both Source 3 and 5 have a theme relating to the connection the servicemen had with those back home, while the differences between Sources 3 and 4 capture both the public and private narratives of the war.

In addition, there are several instances of explaining strengths and limitations of the sources (as required for Merit). These are specific and varied, showing a convincing grasp of this skill.

In the final paragraph, the student provides a summative reflection of some of the strengths and limitations of the sources as a collection. Strengths include the way in which the sources work together to address the focus question (providing a range of experiences and perspectives), and how the sources have captured the 'personal' and 'private' aspects of different experiences rather than merely broad accounts. Limitations with the collection relate to representation and the absence of perspectives that could have provided a more balanced account.

My focusing question: What different experiences did New Zealanders have in the RNZAF during World War Two?

Source Reference:

SOURCE 2: Royal Air Force Bomber Pilot and the French Resistance

Royal Air Force bomber pilot, John Morris from Cambridge, New Zealand, describes Lucienne Vouzelaud, one of the French Resistance workers who helped him to safety after his plane was shot down in France.

Oral Interview Transcript

"Lucienne was a very strong person. She spoke some English or good English really, but she tended to negate the idea. She said she didn't speak English, but in fact she did. She was a very able person, very strong personality; she had these two little boys and she was still prepared to take tremendous risks for the likes of me. And I discovered after the war that she had something like 40 airmen through her house, mostly Americans, and been in grave danger all the time. But she survived ... And so the two of us got on our bikes, she'd got two bikes.

You and Lucienne? Yes. And she was taking me on to somebody else, now I forget where to, but the big thing was that we're riding on the road and came round a corner, and here are a lot of German soldiers right across the road, and they were obviously digging defences or doing something like that. Well, it was too late to turn round, and quick as a look she fell off her bike, she fell off deliberately and fell so that she got grazed, you know, and all of these young German soldiers rushed to help her because she was a really attractive young woman, and I just rode on so nobody sort of noticed me. And after a while when I got about 100 yards up the road, I turned round, and I thought, God, I'd better go back, and she was lying on the ground at this stage, and she saw me and saw what I was doing, and as soon as she saw me starting to come back, she jumped up, you know, and made a sudden recovery and jumped on her bike to join me and off we went. So lucky really.



Royal Air Force bomber pilot, John Morris (right).

Source: 'John Morris and the French Resistance', URL: <https://nzhistory.govt.nz/media/sound/john-morris-and-french-resistance>, (Ministry for Culture and Heritage), updated 18-Dec-2014

Source 2: Royal Air Force Bomber Pilot and the French Resistance Source: 'John Morris and the French Resistance', URL: <https://nzhistory.govt.nz/media/sound/john-morris-and-french-resistance>, (Ministry for Culture and Heritage), updated 18-Dec-2014

Key ideas that are in the source:

This is an oral interview transcript of previous RNZAF bomber pilot John Morris. He is telling his story of what happened after his plane got shot down. In this story he describes how once he was shot down he was helped by a French resistance worker called Lucienne. John Morris's story shows the key ideas of luck and other people's bravery. It shows luck because of how he survived once for his crash, but then again after narrowly escaping the German soldiers. It shows others bravery because Lucienne went out of her way to save one soldier. She was willing to do anything to save airmen, and that shines through

in this source.

How does this source answer the focusing question:

This source answers the focusing question because it shows a New Zealanders non-combat experience. By having the information from this source, we can understand the emotions and feelings that bomber pilot John Morris must've been having at the time such as danger, and fear, but then also a sense of comfort from Lucienne's presence and actions. It also gives us information on what the civilians helped with during the war, and it expands our knowledge to post crash stories.

Strengths of this source:

We can see that this source is reliable because the website looks secure, and it comes from a trusty source. This source is a first hand oral account of Morris' story. It gives us a detailed enough explanation of a lucky story that took place during WWII, which broadens our understanding of how some pilots survived after being shot down. Another strength of this source is that it shows us another perspective outside of combat, and it also shows a cross-national experience because it is the French helping the Kiwis. This piece of evidence also provides a strong emotional connection because it makes us empathise and sense the fear and danger.

Limitations of this source:

The main limitation is that we only hear from one person's perspective (the NZ pilots). This source could've been made better by hearing from Lucienne's perspective as well, this would've given us a more rounded understanding because we would've heard from two perspectives. Some other key limitations include; the interview being decades later, doesn't represent Māori or Pacific roles, needs background knowledge, lacks wider context of airmen, and we only hear one dramatic moment. Because this interview took place decades after the event some information could've been changed or forgotten. The result of this is that it makes us question if everything in the interview is 100% correct. It also doesn't represent Māori, Pacific or other airmen's roles, which are a key part of NZ's involvement. This limits our knowledge, and doesn't give us all the perspectives we need to make this one source fully answer the focus question. This account also needs a bit of background knowledge to fully understand what's going on. Without this we may presume things. This story also only covers one dramatic moment, it doesn't cover for instance how the pilot was shot down, and what happened after he narrowly escaped.

Source Reference:

SOURCE 3: Newspapers

New Zealand Herald 6 December 1940 Page 8

A CANADIAN PORT, Nov. 20 Shrill aboriginal cries of "Coo-ee" echoed along; the dismal rain-soaked waterfront soon after daybreak to-day as the largest contingent of Australian and New Zealand airmen yet to reach Canada, trooped down the gangplank of a passenger liner. The men shivered a little in the damn cold of a November morning. But their spirits were raised high by the enthusiasm of the welcome they received. To the stirring regimental strains of "Sons of the Brave," played by the Royal Canadian Air Force band, the airmen from "down under" marched briskly to one end of the sheltered wharf, where they lined up for inspection. "Every airman present will form part of the British Commonwealth air training plan on Canadian soil," said Air Commodore A. E. Godfrey, in welcoming the party, "There is not a man in the contingent who does not have a keen desire in his heart to complete training as soon as possible and go overseas to join his fellow airmen in the Royal Air Force and fight shoulder to shoulder against our common enemy. Some of you have already completed part of your training and are further toward your final goal. You are also about 7000 miles closer to England and well over half your journey."



Flt/Sgt. C. R. Ellis, of Timaru, missing on operations.

Auckland Star 18 November 1944 Page 7

"I can assure you that the New Zealand airmen, for whose training I have had the honour of being partly responsible, have shown great spirit, force of character and leadership. Their ability and keenness have been of the highest order and their discipline exemplary. I only wish I could have had more of them, as they are a type of fellow who calls a spade a spade and is always above board." This tribute is typical of many which have been paid by responsible authorities to the quality of New Zealanders trained in Canada under the British Commonwealth air training plan. It was written by Group Captain A. Ellis, R.A.F., commanding officer of a service flying training school in Alberta, to the New Zealand liaison officer, Ottawa, Group-Captain T. W. White, jun., before the closing down a few weeks ago of the station commanded by Group-Captain Ellis.

Source 3: newspapers

New Zealand Herald 6 December 1940 Page 8

Auckland Star 18 November 1944 Page 7

Key ideas that are in the source:

These newspaper clippings are both reporting about training in Canada. The first one is from an outsider's perspective, and the second is from an officer's perspective. Both articles make the men come across as very happy, proud, and keen. The soldiers are praised for their discipline and determination. This evidence reflects them as having high morales even though they were in cold foreign environments. The main idea that these articles show is that the New Zealanders training in Canada is going very well, and that the soldiers are having a great time. This makes the audience back in New Zealand reading this feel confident that their soldiers are safe and happy.

How does this source answer the focusing question:

This source is useful in helping to answer the focusing question because it shows us the training

experience that New Zealanders had in Canada during WWII. It is providing another experience to take into account when considering what New Zealanders in the RNZAF during WWII had to experience. It also shows the international aspect of the RNZAF because they were all the way across the world in Canada. This material adds an official tone, as it is focusing on the preparation of the RNZAF.

Strengths of this source:

This source is a strong source as it shows us what the training experience was like in the RNZAF, shows the wider commonwealth environment, and the writing is easy to understand. It also provides an insight into how the New Zealand soldiers were viewed by others. They were viewed with pride and they were seen as very determined and keen. These newspaper articles are very relevant, factual, and include formal content.

Limitations of this source:

There are many limitations to this source. It lacks personal detail and emotion. These are just reports, and we don't actually hear from the soldiers. Also, this source is very biased. It was probably written to show the people back in New Zealand that all was well, and that their soldiers are very happy and keen. This means that we can't fully trust them to show us how soldiers truly felt. There is no mention in this source of any failures, or any mental health issues going on, or even fears of the soldiers. This is probably done to make sure that no one back home is worried.

SOURCE 4: Correspondence Flight Sergeant Charles Raymond "Ray" Ellis

Section C3 783723 To Mrs C.R. ELLIS
11 ANDREWS STREET, TIMARU, NEW ZEALAND

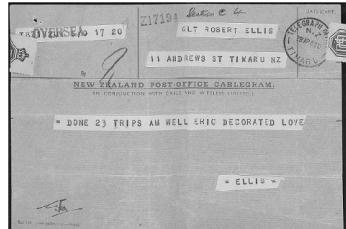
F/L G.I. Ellis
c/o N.Z. House, London
7-4-43.

Dear Mum & Dad,
This airmail service to N.Z. has started off at last so am now going to send them to you instead of letters - surface mail has been taking too long. Haven't received any from you yet but am hoping to before long. I wrote to you few days ago telling you about my leave down in London & Kent - had wizard time on the farm again. Am jolly lucky to have a place like this where I can go - it is almost a home to me. Clare & Tom are such stunning sticks. Have strict instructions from them to take Ray down when he arrives. Have received several letters lately - all fairly ancient - yours 1st Jan & one from Mrs Gunn & Sandy Robertson early Jan - also Tig's Travis has written in Oct. Also had a couple of parcels from Wte Golf Club & the Boultons. Well I'll still very fit on it & piling up the trips and probably you will guess. Done 19 altogether now & quite a few jolly tough ones. Shouldn't be long before I have finished first tour & then a spell. Received airmail from Ray written 14th May - he is OK & doing well with his flying - was afraid of been kept back on instructing. Expect it, will be sometime yet before he arrives here. Had graph from Eric few weeks ago - middle Feb. - he was very fit on it & enjoying a spell back in HQ - hope he is still there while this scrap is going on. Received your cable about my promotion. Have met Frank Scott since he arrived. Very pleased to hear like new home. - that dad is doing OK in Stores. Hoping you are all still fit & well. Cheerio,
Love to all, Ivan.

Sender's address: NZ 422379 F/Sgt Ellis NZ Base, London
11 May 1944

Dear Mum & Dad,

I have just received another one of your airgraphs sent on April 10th, the first & have for about three weeks, but the mail is probably still going to the last station. I am getting plenty of work here and don't get very much time off, just as well as there is very little to do here in Pembroke Dock. The weather this year is getting pretty cold now I bet. Sorry to hear about Mr. Leckie, he went very suddenly. I wonder who will take his place. I had another letter from Mrs Gash and they are looking forward to seeing us again. The crew are due for leave in June so I hope to get down there again. George Chapman is stationed quite close to them but hasn't been able to see them yet. He gets presented with his D.F.C. at Buckingham Palace the end of May and he is asking Mr & Mrs Gash along with him. I haven't met any boys I know so far, might run across Colin C. I wouldn't have minded being back at the Fairlie Show, but lets hope I am back at the next one. How's all my old Fairlie girls getting on. Old Trishiff? must still have a bit of wind left to win again. I seem to be all behind with my mail just now so will have to get busy. How's all the grand children getting on, bet Peter is a hard officer now? Hope Peg sends the photo of them. Haven't heard from Eric or Bob, lately, but expect they are pretty busy. Suppose Dad will be having a very good time just now. Well Mom & Dad, no more room, don't worry.
Lots of Love, Ray



Source 4: Correspondence Flight Sergeant Charles Raymond "Ray" Ellis

Source:

Air Department, Wellington 13th June 1944.

Dear Mr Ellis,

Further to the telegram sent to you by the Hon. the Minister of Defence concerning your son, Flight Sergeant Charles Raymond Ellis, I have to advise the following has been received from the Air Ministry:

"Flight Sergeant Ellis was a member of the crew of a bomber type aircraft which took off on an anti-submarine patrol and failed to return to its base. All the crew including Flight Sergeant Ellis have been classified as missing." It is desired that the above information be treated as confidential. I am enclosing a copy of a memorandum on the steps taken to trace missing air personnel in order that you may see what is being done.

On behalf of the Air Board, I desire to express my deep sympathy with you in your great anxiety. You will be advised immediately any further information is received.

Yours faithfully, T.A. Barrow, Air Secretary.

Air Department, Wellington
8th September 1944.

Dear Mr Ellis,

Further to my letter of the 13th June 1944, concerning your son, Flight Sergeant Charles Raymond Ellis, I have to advise that additional information received from Air Ministry states that your son's aircraft took off on an anti-submarine patrol in the Bay of Biscay area, at 8.8 p.m. on the night of the 10th June 1944, and was due back at 9.10 a.m. on the 11th June, but failed to do so. No signals of any description were received from the aircraft after the take off, and it is assumed that it was shot down either by enemy surface craft or by U-Boats. A German broadcast in English was heard the following day claiming that two Sunderland aircraft had been shot down in the Bay of Biscay.

On behalf of the Air Board, I once again desire to express my deep sympathy with you in your continued anxiety, and I am to assure you that immediately any further information is received you will be advised without delay.

Yours faithfully, T.A. Barrow, Air Secretary.

Air Department, Wellington
9th October 1944.

Dear Mr Ellis,

Further to my letter of the 3rd April 1945 I regret to advise that Air Ministry has now officially presumed the death of your son, Flight Sergeant Charles Raymond Ellis, as having occurred on the 11th June 1944.

The Minister of Defence [F. Jones] desires me to convey to you on the behalf of the Prime Minister and the Government his deepest sympathy with you in your great loss.

Yours faithfully, T.A. Barrow, Air Secretary.



https://sites.rootsweb.com/~nzscant/letters_home.htm

https://sites.rootsweb.com/~nzlscant/letters_home.htm

Key ideas that are in the source:

Charles Raymond Ellis was a flight sergeant who wrote home during his deployment in the UK. He described how long the letters took, leave, and homesickness. The second half of the source is official letters about him being missing and presumed dead. A key idea we can get from this source is how his family back home received updates. It reflects the harsh communication limits and the anxiety of families that have been torn apart during wartime. This source also shows us a tragic outcome for one soldier. It makes us realize that there were probably many more who had a similar outcome. These letters also portray the sense of sadness and loss, because a soldier lost his life.

How does this source answer the focusing question:

This source is useful in helping to answer the focusing question because it displays a range of experiences from daily life to tragedy. It also highlights another perspective, what the families of soldiers experienced during the war. This source reflects the danger and emotional impact that war brought. Another thing it shows is how the communication and official systems worked. We also hear from first person, and officers perspectives which gives us a bigger range of experiences.

Strengths of this source:

This source is a strong source. It is very authentic primary source letters that give a deep emotional connection. We also know that it is 100% true, because they are official documents. They give us an understanding of how the processes worked when a soldier went missing, and also what kind of things soldiers wrote home to their families. The letters make us empathize with the soldiers and their family back home, specifically because it shows real people at war. This source also shows us two points of view, Charles Raymond Ellis's, and the officials, which makes it more complete. It gives us closure to what happened to Ellis. This source is very relevant information, has very emotional content, and is a reliable source overall.

Limitations of this source:

This source has many limitations. Firstly, it is only one person's experience so we cannot build the bigger picture. If it included other New Zealanders perspectives, it would be more complete. Additionally, some sections lack context of what's going on and it also lacks the broader RNZAF picture as it is only one person's story. There is also the fact that information may have been censored from the letters because the officials would not want Ellis's family knowing the harsh truth of what went on. Ellis also could've left a lot out of his letters, so that his family would feel more reassured. We can also see the difference between the tone of the two sections of the source. The first half shows feelings while the second is very formal. This shows that soldiers had to stay strong for their families even if things were really tough.

Source Reference:

SOURCE 5: Māori Airmen 1943



Source 5- Maori Airmen 1943

source: Photo from The Weekly News, 17 March 1943, with caption, "A Māori team at a British air station – R. W. Raharuhi (Takara), M. T. Parata (Waikanae), M. T. T. Manawaiti and E. H. Gray (Otaki)."

Thought to have been taken at Mildenhall. – Photo: The Weekly News, from Air Force Museum of New Zealand.

Key ideas that are in the source:

In photo, we see four Māori men being photographed in Britain, 1943. They are inside a British air base. Their names and hometowns are listed below, and it visually confirms Māori service in the RNZAF overseas. It shows the men in their uniform, looking proud and united. This photo captures a moment of recognition for Māori servicemen in the RNZAF during WWII. This photo is important because it shows the Māori involvement in the RNZAF. Often history skips Māori involvement, so this photo makes us more aware.

How does this source answer the focusing question:

This source is useful in helping to answer the focusing question because it provides more proof of another New Zealanders experience in the RNZAF, in this case it is 4 men. It proves that Māori men were involved overseas, and it also introduces a cultural perspective, which makes us question topics such as inclusion, equality, and recognition within the RNZAF. This source is a strong source that works well with other detailed sources. The photo is also highly relevant to the topic, and it's a real historical photograph.

Strengths of this source:

Because this source is a photo, it's a piece of evidence that helps us quickly understand the snapshot in time. It visually proves that these men were there, at the airbase in 1943, and that Māori men did serve overseas. By having the men's names and hometowns listed below, it makes it more personalized, and makes us connect more. It's a representation of Māori service during a time when non-Pākehā voices were often excluded. This source is also very reliable because it comes from the weekly news, from the Air Force Museum of NZ.

Limitations of this source:

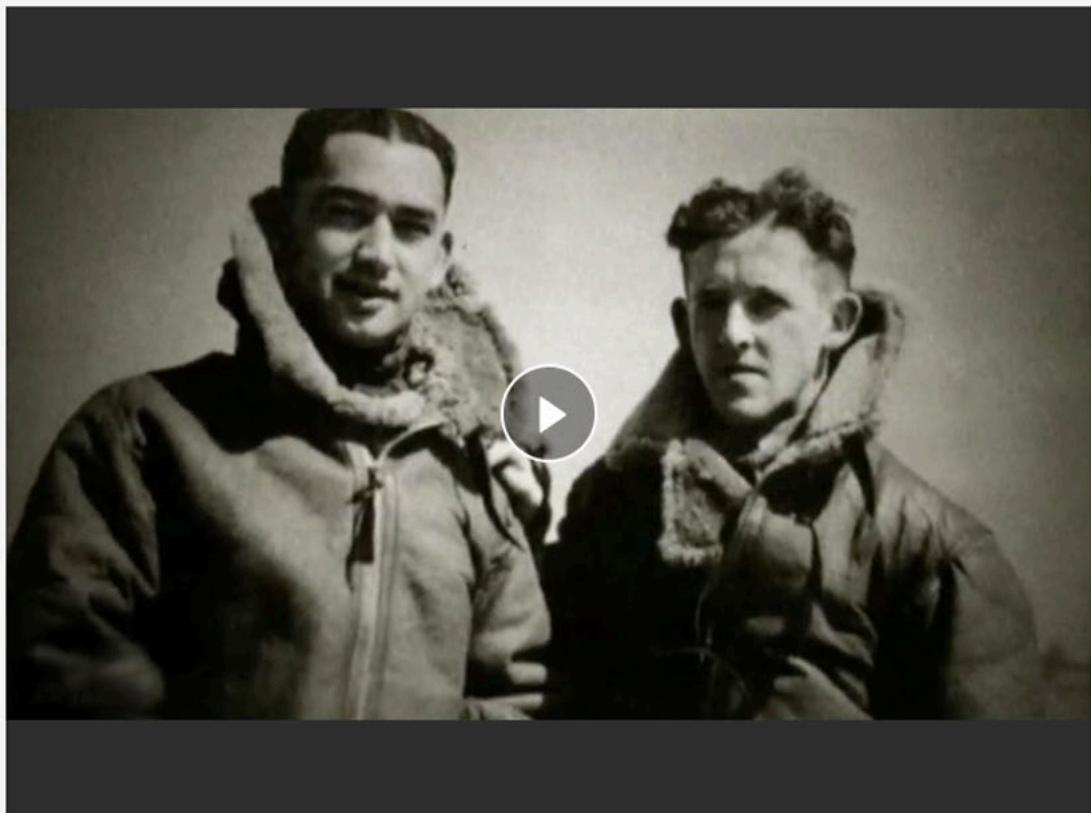
This photo is limited in content. It doesn't give us much information on what the men did, what they were feeling at the time, or what challenges they had to overcome. They also may have been told where to stand and told to smile by the photographer – we can't be sure of this. Without other sources it's impossible to know their daily routines or what their experiences were like. It also doesn't show the broader picture of Māori involvement, because we only see 4 men. We also don't hear from any female or Pacific roles.

Source Reference:

SOURCE 14: Turangaarere: The John Pohe Story (Documentary 12mins)

NZONSCREEN
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Nga Uiringa Profiles
Nga Tāngata Watch list
Rārangi Matakitaki



An excerpt from this documentary film.

The credits from this documentary.

Turangaarere: The John Pohe Story

Television (Excerpts) – 2008

 Add to watch list
 Share

Video: 12mins
(Time Stamps: 2.22min-4.05 and 9min -12min)

<https://www.nzonscreen.com/title/turangaarere-the-john-pohe-story-2008>

Key ideas that are in the source:

This primary sources within the documentary help tell us of the experiences of John Pohe, who was a

Māori pilot in the RNZAF. It follows his journey from training to flying bombing missions to his capture and great escape plans. The documentary uses interviews, photos, and videos to highlight his bravery, loyalty, and the tough challenges he faced. It displays Pohe as both a soldier and a symbol for hope, and Māori contribution to the war.

How does this source answer the focusing question:

This source answers the focusing question because it shows the diversity within the RNZAF and honors the contribution of Māori New Zealanders. This story adds depth to our understanding of the RNZAF experiences around identity, bravery, and sacrifice- in particularly the work ethic, skill, and attributes of Pohe. It also shows us experiences beyond combat – this especially delves into capture, and escaping elements. This is a very relevant source because it focuses on a New Zealander in the RNZAF during WWII.

Strengths of this source:

It covers a wide range of John Pohe's experiences from training, to combat, to capture, to escaping, while also emphasizing his identity through interviews with those related to him. It highlights an underrepresented group in New Zealand's military history. This source is very factual, reliable – it is based on records, and it is relevant to the topic. The artefacts such as his letters home, and the interviews with those who escaped with him, are highly reliable sources due to their primacy to the event. The interviews with the survivor in particular also allows for other elements of the documentary such as the photographs to be contextualized and corroborated.

Limitations of this source:

It also only focuses on one individual and the event it focuses on- an escape from a POW camp, is not typical of the RNZAF experience, therefore very little can be extrapolated from this to the wider experience RNZAF soldiers experiences. There are also no direct interviews with Pohe (due to his death), and it requires some background knowledge to understand his role in the great escape fully.

Connections:

Ideas specific to Primary Source 1 only (John Morris)	Common ideas between one or more sources:
<ul style="list-style-type: none"> Focuses on a shot down pilot and his rescue by a French resistance worker Involves civilians bravery and willingness to save pilot Emotional storytelling in first person Not about combat but still very dangerous Relies on human memory rather than official documents/records 	<p>Commonalities/Themes:</p> <p>Even though these sources are different in type, and tone, they have overlapping themes. Some sources also show different sides of the same story. For example, the newspapers report that the soldiers are keen and happy, whereas the letters from Ellis reveal sadness and stress. This helps us view both public and private parts of war.</p> <p>Danger and risk – this is evident in sources 1,3, and 5. In source 1 Morris very narrowly escaped capture by the German's, in source 3 Ellis went missing on a mission, and in source 5 Pohe was planning and executing a dangerous escape.</p>
Ideas specific to Primary Source 2 only (newspapers)	

<p>Ideas specific to Primary Source 3 only (letters)</p>	<p>Diversity: this theme appears strongly in sources 4 and 5 showing that Māori New Zealanders played a huge part in the war effort – in this case in the RNZAF. These sources challenge the assumption that the military was solely for pākehā men.</p> <p>Connection to back home: This is very evident in source 3 because Ellis is writing letters back to his family, but it is also evident in source 2 because it reflects national pride of NZ airmen. These highlight how the emotional ties to home were still important, even while serving overseas. This communication with home, both missing home and wanting to ensure loved ones that they were ok is also a theme in source 5.</p>
<p>Ideas specific to Primary Source 4 only (photo)</p>	<ul style="list-style-type: none"> Provides visual representation of Māori airmen Snapshot of nations pride Shows inclusion overseas Makes us question the soldiers roles
<p>Ideas specific to Primary Source 5 only (John Pohe story)</p>	<ul style="list-style-type: none"> Shows rare outcomes of combat, capture, and escape Strong focus on identity Represents sacrifice Shows how Māori soldiers contributed at high levels <p>Different stages of RNZAF: These sources give us a broad picture on serving in the RNZAF because source 2 covers the training part, source 1 on post-crash experience, source 3 on active duty and loss, source 4 on visual presence, and source 5 offers a bigger story about a pilot's life from training to capture. Most of the stories are about pilots, we don't hear from other important jobs such as medics, engineers, women, or Pacific islanders did. That means the picture is less complete which is a limitation of the collection of sources.</p> <p>Together these sources build a big picture on a RNZAF life. They show us that service wasn't just about flying, but danger, emotional tolls, cultural pride, and consequences.</p>

Considering the sources as a collection, please consider the following:

- What elements of the focusing question's answer have the sources not addressed?
- Are there missing perspectives or information from the collection of sources?
- How well do the sources work together to provide important insights?
- Think of them as a package—are they effective in helping you fully understand the focus question? Are you left with gaps in your knowledge?

Aim to write 200 words

A major strength of these five sources, is that they work well together to provide a range of different experiences that New Zealanders had in the RNZAF during World War Two. They cover key themes such as danger/risk, diversity, connection to home, legacy, and the different stages of the RNZAF. Each source offers a unique perspective. Source 1 shows the danger after being shot down, source 2 reflects the pride in training overseas – in Canada, source 3 reflects the emotional

toll of service on soldiers and their families, source 4 highlights Māori involvement, and source 5 shows sacrifice and legacy. Some sources reflect memory or legacy rather than lived experience, which reminds us that history is shaped by how people's stories are remembered. Together, they provide an insight into the emotional and personal side of war- with many of the sources capturing the very human emotional response to the situation they found them in- whether it was gratitude, determination, resilience, bravery etc. This is a strength as often secondary accounts fail to capture the human element, and group individual experiences into a collective- which these sources do not, although to some extent, this presents a limitation as we can not with certainty say these experiences reflect and represent similar experiences of the wider group.

However, there are some limitations to the collection. As mentioned above, several sources are based on individual experiences, and lack the broader RNZAF picture. For example, we hear from Ellis and Morris, but their stories won't represent what other airmen might've gone through. There's no mention of other essential roles in the RNZAF such as medics, ground crew, and engineers meaning we don't see the full RNZAF structure. Women's perspectives and Pacific involvement are completely missing, which limits our view further and creates an unbalanced and incomplete answer to the focus question. Seeking sources that better address these perspectives would strengthen the overall collection.

Overall, these sources present a wide range of experiences that New Zealanders had in the RNZAF during WWII. They cover combat, non-combat, training, personal emotions, cultural identity, and loss. They include lots of different source types and time periods giving emotional depth, factual and historical information, and visual evidence. Together the sources provide a strong but incomplete view of the RNZAF service which helps us understand what happened, but more specifically how they were remembered.