3

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Level 3 History, 2017

91436 Analyse evidence relating to an historical event of significance to New Zealanders

9.30 a.m. Friday 24 November 2017
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse evidence relating to an historical event of significance to New Zealanders.	Analyse, in depth, evidence relating to an historical event of significance to New Zealanders.	Comprehensively analyse evidence relating to an historical event of significance to New Zealanders.

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

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 91436R 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 2–11 in the correct order and that none of these pages is blank.

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

Achievement

TOTAL 11

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read ALL the sources in Resource Booklet 91436R before you begin answering the questions in this booklet.

QUESTION ONE: PERSPECTIVES

One of the key tasks of the historian is to use sources to understand the past.

Using the **Introduction** and **Sources A1–A8**, analyse the TWO perspectives on the survival story of the *Rose-Noëlle* crew.

The first perspectives that was only brei~~fley~~ briefly ~~and~~ (not in depth) touched on were those of the 4 sailors/ Capt. Melvyn Browen were ones of "truth". These men all believe the story (because 4 lived it) and 'know' it to be true. When asked if there was conclusive evidence Skipper John Glennie said "Yeah, the fact that I know we did it and 3 other people did it". And Capt. Melvyn Browen, who conducted an initial investigation, is convinced that the four are telling the truth. Quotes from source A1.

And the second, again not in depth sources to support was that it was a "hoaxe" mainley thought of by the Media and people refered to as "some people". Some people saying that theres

no way they world survive for 118 days without 'pressure-point or ~~sea~~ salt sores' speculated by 'local yachtsmen'. Quotes/references from source A1.

Sources A3 - A7 are pictures, of them after the ordeal or they're boat. Most of them are possitive, definitly on the truthful perspective side of things.

Source A2 Along with A3 (help selecting) are also possitive. Shewing/talking about barnacles/the size of them being about right for the amount of ~~those~~ time they were 'at sea!'

Source A8 being a letter from a medical examination not positive or negitive as it shows he has ~~slight An~~ /\/\a "Mild Anaemia" but "otherwize within normal limits." You world think he world have a bit more than Anaemia after 118 day at sea.

QUESTION TWO: GENERAL AND SPECIFIC

An important relationship in history is the General and Specific.

Explain how the differing accounts by Glennie in **Sources C1** and **C2** provide specific example(s) of the general arguments made by MacMillan in **Source B**.

MacMillan (in source B) taks about remembering bits and peaces of the past. ~~Smells~~ "Sights, smells, tastes and sounds" on particular ocasions.

Well in 1989 (when they were rescueed) was the same year he made the account in Source C1. The account is more detailed and informal. Taking about length and hight and inches. He was very sure when they rigged the water system up and when they started fishing. Which is fair because it was the same year they got off the boat. So it wasn't really the past, because it was very soon after they got rescued.

Source C2 however is 22 years later and very different. He doesnt mention anything he did in C1 that he doesn

C2 and vise versa. Its very
clear he is more grown now,
and maybe even hesitant.
C2 has ^many different paragraphs, whereas
source C1 has one long long
running on paragraph. It is
clear he is able to reflect on
the people/opinions more and has
a better language to describe
different things with.
Connecting Source C2 with
Macmillians source 13 I would
say it refers to the part
where she talks about "editing
memories over the years of what
no longer seems aproprite or
right.
This second account does seem
very broad and more of an
overview (like on 22 years later
would) like he remembers different
things. "we also polish our memories"
and "As we learn more about
~~the~~ The past, that knoledge can become
apart of our memorie too" This
is relevent because in his 2nd
account (C2) he says "I was apparently
enjoying myself (Their words)" so
maybe after connecting years

QUESTION THREE: HISTORICAL SIGNIFICANCE

A key skill of the historian is to determine the significance of events.

Using **Sources D, E, and F**, and any other sources in the resource booklet, analyse the extent to which the *Rose-Noëlle* was a significant historical event in New Zealand.

You could consider the:
- national and international impacts of the event ✓
- personal, social, economic, and legal implications/effects ✓
- importance of the outcomes to New Zealand and New Zealanders. ✓

The loss of the Rose-Noëlle clearly inspired change when it comes to yacht clearences, inspections, tracking and system upgrades within New Zealand and internationally (south America).
Source E being suggestions/recommendat-ions to the Government in relation to ~~yachts~~ yachts in trying to prevent another situation like the Rose-Noëlle again.
Source D being very similer, upgrad-ing systems to track yacht transport to ensure this never happened again. And the saftey of yacht goers Source D and E clearly demonstrate the change that happened because of the Rose-Noëlle, demonstrating the significance it had to the Government and citizens because if it didn't they would need to/wouldn't be

changing anything...

Personally the familys of the 4 sailors were directly effected due ~~the~~ to their loved ones being returned home, a seemingly unlikely outcome.
As demonstrated in source F, Rick Hellriegels family happily watching him alive on TV, going to see him in Auckland.

Socially this teaches a lesson in the dangers of yachting and ones preparedness/knoledge if it was to happen to you.

All in all this event was imensly significant to New Zealand/ New Zealanders and even international countrys who might need to update theyre yacht systems/regulations.
The New Zealand Goverment certianly learned alot and improved things to ensure it didnt happen again.

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

QUESTION
NUMBER

Question two (end of page 5)

- later they obviously talked about their experience and Alemme learned more of what he was like during the 118 days.

Q1	A4	Both perspectives are correctly identified, and the sources are (largely) correctly interpreted to extract evidence that supports the perspectives. Use of evidence is superficial. The sources have mostly been analysed sequentially with little regard to their value in support of either perspective. An A3 would have the same level of understanding, but with less reference to the evidence contained in the sources.
	A3	Quite limited response – links between B and C1/C2 are not explicit enough – there is some attempt but not really accurate. Does have the general idea of what is happening in the sources. Some evidence used, but this is superficial.
	A4	Significance of the Rose Noelle is discussed in the changes that occurred because of the wreck. An M5 response would make categorisation clearer and more accurate.
	11	**Achieved**