No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

3

SUPERVISOR'S USE ONLY

91436



KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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		Comprehensively analyse evidence relating to an historical event of
Zealanders.	New Zealanders.	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.

TOTAL 21

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.

Two clear pespectives can be soon who considing
the sirend stry of the Rose-Notile crew.
The list pespective, is supported by evidence from saws
A2, A3, A7, and is that the crew of the RoseNotitle are telling the tarth. The second perspective
is that the crew are lying, and the servind
Share is some how a how. This is supported by
evidence from sources A6, A8, and A1.

Tourie 1-2 is a primary source, and is a cepat from a Polkessor of Zooling, who sites that the "Int of the borneles of proported to the longth of the Hung have Ind on the Clarky object at the popular on the Marky object at the popular on the Mark Supported a time in the water of "60-90 days". This is story entire the the pospeture that the common letting the truth, as a scribble who is nell quitable to beet up the huntle veget was in the mater. Source 13 is a photograph of the borneles on the hull of the Rise-Notice, again of the providence endure to the pospetuality this is the fault. Source 17 is further primary endure, this a

photograph Chourse John Glore's weight Loss, this again, adds weight to the peopletuse that the coan are telling the forthy as extrare neighbors would have occurred. Source AB 18 also a primure same, a Medical Germanter seport. This shows let crew member Phillip Hollow is about completely healthy despite his order. This ends contained a statue to the perspectue but he crew are lying as all 118 days at sea, as shill or Some At, It would be espield that the crew would have proserve port or sall sorts, when are high of ling seaways. Source At also points to other aidne for the pospeche the he men on you, such as him signedly reducing on the youth all capsing and the armen policins. Source Al house is somewhat constitute, due to It have misinfumber regarding the location of the Good Barour Doland This does not lead credabilly to the Source, although it does not completing underwer the pospectus that he can use 14, ng. Source A6 Shows he crew smiling hypether body completely normal and the just one day all-the order. This also lends orelarly by to the perpetuse that the over once Lyry as A would be expect that they under the more the b can fin her gratel. Both pespectus have aroline, but the pespecture that he crew hed he tack has stronger prinning Ordere side as a photograph of weathers, and an examined the bornoeles, However, the princing same of A6 al 18 do add evidner to the Ar perspect History 91436, 2017 has legone. //-

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**.

MacMillars Central arguments are that propie's memores
"Charge" as the edit the post on ord to make
ther roles "more attache or important", and that
memories revisital often and "evolut in the Com of
a Shory" con often attacks becam at that and changed.
These are complex of the govern arguments mule
by MacMillan and an he applied to Glenge's
account to the Rose-Noville simul stry.

In Clemes posent accent an Ochber 1989 (C1)
he nates a definite point to daw attacher to how
the crew combatted the soult water soirs, and how
the crew coment in acal physial dea and in. This
re libely becase he was trying to explain the
massistances are holiss in his stone any of
coarc. This has imported be as any armie
a the name in the loss of Pose-Northe. In
the father, with becomes account from 2011 (C2),
those deficts are left ont, with blance presents
a more sonsitioned telling of the accounts, by
downfam it and bocome less on defails such as
sult not cores, and more on how he would not have
be get to break Born island. This proves
MacMillans argument that people edit the past to

Some C2, bleave be so mark. In the Some C2, bleave be so much less on the poeth aspects of the such is such as the board supplies and have the over Good tout or water, and worked bath himself up, by dishosome how the rest of the crew nece bemony the situation, and he as a going and with his Took do it attitude Auging this proves, MacMillans organish that memores are edible to make people seem more attache, as been edible to present then himself as a here who snight harmy sould expense all orelary when the sound were they were and some expenses all orelary where they were and some the day by giving the bout to beat Borner sould. It is clear, that Mamillan's ideas chart memores become afted in order to make your people's colds ones attache or important is power to be forced at them or important is power to be forced at the contract of them are all or in the court of the source of the colds of them are different or important is power to be forced at them or important is power to be forced at them or important is power to be forced.
he fore he aspects of the school, such as the lood supplies and how the one Coul toul or whom, and maked halfed himself up, by dishister how the rest of the creen nece in bemony the situation, and he as a going and with hos "I can do it "attitude. Again, this proves MacMillans organish that monous are edited to make people seem more attache as laterated as been edited to present has himself is a here who single handing said empre, in the said sain and sain and sain and sain and the again the bound and sain the drag by giving the bout to break Bener Istal. It is clear that MacMillan's ideas chart
lood supplies and har the aren Good End or when, and was tell halfed himself up, by dishes were how the reet of the crew nece "bemony of the Situation, and he as going and with hos "I can do it" altitude Again, this proves MacMillans organisment that memores are edited to make people seem more attache, as been edited to present than himself is a here who single handly said empire with his mail there and some supermed all saling where they were and some the day by giving the book to break Bener Ishal. It is clear that MacMillan's ideas about
dishing and maked talked hinself cop, by dishing hom the rest of the creen nec "bemooning to the Sitherhoon, and he was grown and with hose "I can do it "altitude. Again this proves MacMillans organisment that memories are edith to make people seem more attachne, as Colemne's menny his been edith to present his historial is a live who single handly Saired everywe in the time who single handly experied at orelasing where they were and sown the dray by giveny the bout to breat Borner touch It is clear that MacMillan's ideas about
observed how the reet of the crew nece in bemony of the Si trubion, and he as a going about with hose "I can do it" attitude. Again those promes MacMillans organisment that memorus are edital he make people seem more attrebue, as been edital he present has been edital he present has housell as a hore who single housing and sained experied all ordising where they were and sained this change by giving the bout he break B. mer Ishal. It is clear that MacMillan's ideas what
who has "I can do it altitude Again three Proves MacMillans organisment that Memores are edital to present for homes are laterties as been edital to present than historial as a here who single healing sand engine in the home allowing and expersed all orders where they were and saing the day by giving the bout to breat Berner Istal It is clear, that MacMillan's ideas what
proves MacMillans organish that Memores are edith to make people seem more attachne as Colemne's menny he been edith to pregat but howself is a here who single handly Saired engine with his monel Woung and of experied all ording where they were and sains the drap by given the book to Great Borne Istal It is clear that MacMillan's ideas whent
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Experied all o'calony where they were and Sacrage the day by givery the bout to break Berner Ishal It is clear that MacMillan's ideas about
This clear that MacMillan's ideas about
It is clear that MacMillan's ideas about
It is clear, that MacMillan's ideas about Memoins become altal in order to make warm peoples
Menones become a Had in order to make your people's
role mor attache or importet is pour
by Colemie's different accords, Il years open.

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 Rose-Noëlle was clearly a significations
who examind though the poso-of leasing Wiles
Children, finily Members and Fronts of the Crew
would have been decistated in their 118 day
absence and would have been immenting relieved
and galatel at their return in 1989 as shown by
Source F, with Rub Hellingel's wife, children and
celutiones luching gogful at the prospect of buy remaind
with fim
The legal implications of the losse- Wolle are
also immerse. As a regult of the failur of
the discours of the Pose-Noëlle, acommon possible
leaget repaires mone har filter upon seach and reserve
Molastics.
A Firther implication of the Rose-Novelle is the
community and commitments he upgading rules
d complations successful to the leaving
Al Telad Such as Stricter training for
a habite of March March and all
ord regulations Succountry points leaving Non Tealand, such as stricter training for Super or tabils of Metalle Mark and all leaving his beginner and all
calles (Some E). In converce implication
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is the agreements committee to spil 2-3 Molan New Zerla dolles of constructy of local user fermind as locating lost yein's using radorumes. (Source ()) A Social and Nation Impact of the event of the Pose-Northe 15 tht it divided the nation into two holles, each with a dillerent perspective. Those that beland the con, and those that didn't (Some AI) These outions or months to New Zenter and New Zalendos, as it means that more agriss the the Pose-Noella will not occur in the Putue, due to the morasil suffely or eismes introduct by the New Zenlard Governort as a result of the Rose-Wille 16 5 hl in Sove D, these implinations will some This event would have tached the lows of many New Zealules onhe begg knew the crew numbers posselly as nell as all those who become carght op M le débate about whether it was real or a houx. This event would have long reachy elets nould help save the lives of New Zaledes, Speche, the Rose-Noëlle 15 noted a signiful Gishoral event in New Zealand /

Q1	E7	Clearly identifies both perspectives, examines the evidence for each, cross checks some
		of the A1-A8 sources and gives a conclusion on the most valid perspective at the end.
		E8s would typically have a conclusion such as this although it would be framed more in terms of 'historical thinking'.
Q2	E7	Explicitly makes links between B and C1/C2. Several valid points are well made –'editing' of memory and how individuals place themselves at the centre of events. Comments made about C1 remembering details and C2 remembering emotions – this is a more
		sophisticated reading of the sources than is typical for Merit responses.
Q3	E7	Significance is well analysed with various ways the Rose Noelle was significant discussed – the categorisation is accurate and relevant. More sophisticated categorisation is used
		– legal / political etc as well as national. An E8 might frame the significance of the wreck
		of the Rose-Noelle in terms of how it compares to other historical events.
	21	Excellence