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3

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Level 3 History, 2019

91438 Analyse the causes and consequences of a significant historical event

2.00 p.m. Thursday 21 November 2019

Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Analyse the causes and consequences of a significant historical event.	Analyse, in depth, the causes and consequences of a significant historical event.	Comprehensively analyse the causes and consequences of a significant historical event.

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

Write ONE essay in 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 2–12 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.

High Achievement

TOTAL

4

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INSTRUCTIONS

Write an essay on ONE significant historical event that you have studied, using the essay task below. Your essay should be concise and well argued.

Write your chosen historical event in the box below.

Plan your essay on page 3. Begin your essay on page 4.

ESSAY TASK

Doug Cooper, an American writer of literary fiction, once wrote: “Cause and effect are rarely directly related.”

Analyse the causes of a historical event you have studied. Then analyse the consequences and the extent to which you agree or disagree with Cooper that the consequences are not often linked to the causes.

Historical event: _____

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Introduction/description of event:

Causes:

Consequences and the extent to which they are not often linked to the causes:

Begin your essay here:

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"When high school students began protesting their right to a better education on the 16th of June 1976, police responded with teargas and live bullets." An estimated 20,000 students took part in what was supposed to be a peaceful protest but quickly turned violent when military force was unjustly used against them. Some of the many causes of the Soweto Student Uprising are the Bantu Education Act 1953 coupled with the conditions of the schools black children were taught in. The inspiration of Steve Biko and the Black Consciousness Movement (BCM) played a huge role and the enforcement of a forgotten law requiring all teaching to be done in Afrikaans. Short term consequences ^{includes} ~~such as~~ the sporting boycott supported by most of the world. ~~were not directly related to~~ Long term consequences ~~se~~ include a withdrawal of funds by overseas governments and a lack of trade with other nations. These causes and consequences are not directly related, as Doug Cooper said, "Cause and ^{effect} ~~consequence~~ are rarely

above certain forms of labour. What is the use of teaching a bantu child mathematics when it cannot use it in practice" said Minister of Native Affairs at the time Hendrik Verwoerd. The conditions of the schools black children were taught in only made things worse. The ~~rooms~~ buildings were run down and less than half had plumbing, electricity or running water. The class sizes were also very large with the number of black students rising from 1 million to 3.5 million in 1975. There was often 60-100 students in a class. The teachers teaching these large classes were badly trained and poorly paid. Black teachers salaries were so low there was a dramatic decrease in trainee teachers. Only $\frac{1}{3}$ were qualified.

Steve Biko and the BCM were an inspiration to many. The new group was a vital ingredient in the success in the end of Apartheid. The BCM called on Blacks to be proud of themselves and their culture to refuse white superiority and refuse help even from friendly whites. The BCM knew that they didn't need it. Blacks could achieve

their goals and rights by themselves. It was the teachings of Steve Biko and the BCM that raised the political awareness among students and caused many to join the anti-apartheid movement in the student community. In 1976 the South African Apartheid government began enforcing a long forgotten law that required all secondary level teaching to be conducted in Afrikaans*. This was bitterly resented by both students and teachers. Many did not * instead of English or one of the many tribal languages. speak Afrikaans as it was a difficult language to learn. This rendered most teachers useless. The students saw it as another way that their oppressors were trying to cut them off from their original culture. It was the combination of these issues that sparked the Soweto Riots in 1976.

Short term consequences included a sporting boycott by most of the world. The Soweto Riots drew South Africa into the world's spotlight. Many countries began paying attention to the inhumane discrimination going on within the

country. When the world began paying attention, the United Nations (UN) called for a sporting boycott of the Nation. In 1980 they began compiling a "Register of sporting contact with South Africa". The Register was a list of Athletes who had competed in Apartheid South Africa. Though there was no official punishment the list did place pressure on Athletes not to return. The list was considered effective.

Prior to the Soweto Riots, many countries were looking for a way to show South Africa ~~they~~ they disapproved of Apartheid. In 1964 and 1968 South Africa was not invited to compete in the Olympic games when it became clear that the teams entered would be racially segregated. South Africa was officially removed from the International Olympic Committee (IOC) in 1970. In 1976 many African Nations demanded that New Zealand be suspended from the IOC after continued Sporting Contact with South Africa, which included tours from both countries national rugby teams. When the IOC refused 25 African Nations boycotted the Montreal Olympics. New Zealand

Signed the 1971 Alen Eagles agreement to boycott sporting contact with South Africa in 1977.

Long term consequences included a economic withdrawal by countries and companies. Disinvestment was first suggested in the 1960's but did not come into use until the mid 1980's. The UN first suggested ~~the~~ disinvestment in 1962 but many countries disagreed and boycotted the comitee. It wasn't until 1984 ~~the~~ when then United States campaign, launched in 1977, gained popularity that governments and companies began pulling out of Apartheid. Many big name companies such as Coca-Cola and genral moters pulled out. This disenvestment left South Africa scrambling as most of their funds dissapeared. South Africa expereinced Capital flight and the net capital movement dropped from 9.2 billion to 5.5 billion in just 4 years. This also caused a decline in the South African currency making it more expensive to trade with the few nations that would trade with them.

But leading Black Activists were against disinvestment stating "it can only harm all the peoples of South Africa, it can only lead to more hardships particularly for the blacks" despite this criticism disinvestment is considered effective and is said to have helped aid in the end of apartheid.

As Doug Cooper once said "cause and effects are rarely directly related". This is quite clear in the causes and effects of the Soweto Riots. The Bantu Education Act, the BCM, and the conditions of school have no relation to a sporting or economic boycott. None of the causes were originally done with those effects in mind. And the effects did not take into account the effect they would have on those within the country. The cause and effect of any event, but in particular the Soweto Riots, are rarely if ever related.

The truth is that the Soweto Riots were the beginning of the end of Apartheid. No other protest ever had the same effect as the

Extra space if required.

Write the question number(s) if applicable.

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June 16th 1976 Student Uprising. The Hundreds of child deaths left a stain on the country. The frustration of the Bantu education act, ~~and~~ the forgotten law and the conditions of ~~street~~ schools caused students to fight for what they deserved. The inspiration of Steve Biko and the BCM were the finally push they needed. The sporting boycott left South Africa out of the biggest international competitions and the economic withdrawal cut them off from the world. Nelson Mandela once said "No one is born hating another because of the colour of his skin. hate is ~~taught~~^{learnt} and if hate is learnt, love can be taught as love comes more naturally to man than hate." The 700 child deaths of the Student Uprising left a stain on South African history. ~~and~~ Apartheid ended in May 1994 because of those who fought for the rights and equality they deserved.

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Write the question number(s) if applicable.

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Achievement Exemplar 2019

Subject	L3 History	Standard	91438	Overall grade	A4
Q	Grade	Annotation			
1	A4	<p>The Soweto Riots</p> <p>The candidate has chosen a well-defined event with two causes and consequences. The quote is tacked on at the end of the introduction but the candidate does indicate their agreement with Doug Cooper's quote.</p> <p>The candidate's answer is predominately made up of broad generalisations but there is some clear specific accurate evidence stated in the causes and consequences. There is even treatment of the causes and consequences and the candidate has identified short- and long-term consequences, indicating some analysis.</p> <p>Valid causes have been identified and discussed. The first cause does not establish how it led to the riots and needs greater clarity as to how the changes in education led to the riots.</p> <p>Two key consequences are identified: broad knowledge and well-chosen evidence but there is minimal analysis.</p> <p>Overall, there is enough evidence within the candidate's response and engagement with the quote to support an Achievement grade.</p> <p>The candidate does attempt to develop an argument with regard to the quote at the end of their answer, however the level of detail and explanation in causes is not sufficient for this to be considered a Merit response.</p> <p>The candidate may have been able to improve their grade by giving context to the event and drawing clearer links as to how the causes led to the event – causal links are implied rather than directly established.</p>			