



93403Q

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## New Zealand Scholarship History, 2004

2.00 pm Friday 19 November 2004

### QUESTION BOOKLET

There are two topics. Choose ONE topic and answer the question concerning that topic, using the documents and resources provided in this booklet.

**EITHER:** Topic One: England 1558–1667 (pages 2–7)

**OR:** Topic Two: New Zealand in the Nineteenth Century (pages 8–16)

Write all your answers in the Answer Booklet 93403A.

Check that this booklet has pages 2–16 in the correct order and that none of these pages is blank.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.**

#### Outcome Description

The student will establish valid judgements about historical research and the nature of evidence and communicate substantiated argument that critically evaluates historical narratives, establishes historical relationships, synthesises relevant ideas and demonstrates an understanding of the scope of historical contexts.

#### Scholarship Criteria

The student will:

- effectively communicate substantiated argument.
- make informed judgements about the nature of historical evidence and/or historical research.
- critically evaluate historical narratives.
- demonstrate an understanding of historical relationships in selected contexts and settings.
- synthesise ideas relevant to the historical context(s) and setting(s).
- understand and define the scope of an historical question/context.

#### Scholarship with Outstanding Performance Criteria

The student will:

- effectively communicate sophisticated, substantiated argument.
- develop informed and perceptive judgements about the nature of historical evidence and/or historical research.
- critically evaluate historical narratives.
- demonstrate a thorough and perceptive understanding of historical relationships in selected contexts and settings.
- synthesise, with perception and insight, ideas relevant to the historical context(s) and setting(s).
- demonstrate an understanding of the critical underpinnings and scope of an historical question/context.

You have three hours to answer your chosen topic from this booklet.

***Either:* TOPIC ONE: ENGLAND 1558–1667**

**INSTRUCTIONS:**

Your task is to prepare an article in which you analyse the abilities of BOTH Elizabeth I and James I, and develop a comparative evaluation as to their overall effectiveness as rulers of England 1558–1625.

**QUOTATION: Comparison of Elizabeth to James**

Elizabeth I was much praised by historians, both contemporary and modern. The 'Golden Age', the mystique and majesty of Gloriana, success in foreign policy and stability at home, all contributed to the perceived greatness of the Queen. By comparison, James I has suffered much more from historians; he was the drunk, the homosexual and the spendthrift. It is only in the last few decades that the pendulum of judgement has begun to swing in James's favour.

You are to use both **your own knowledge and evidence from at least EIGHT of the sources** provided in the following pages.

In your article you should:

1. respond to the view expressed in the quotation above, and establish your own argument concerning the relative abilities of Elizabeth and James, and their effectiveness as rulers of England 1558–1625.
2. support your argument with relevant and accurate historical information
3. evaluate the evidence available to historians
4. evaluate historians' interpretations of the abilities and effectiveness of the two monarchs
5. establish your own reasoned conclusions about the abilities and effectiveness of Elizabeth and James as rulers
6. follow an appropriate historical format, with a clear introduction, a series of sequentially-presented paragraphs and a reasoned conclusion.

Your article should be written in a style that is formal, fluent and succinct. Appropriate historical conventions, such as names, dates and references, should be used.

The resources in this section have been removed for copyright reasons.

**RESOURCES: ENGLAND 1558–1667****SOURCE A: A brief summary of Elizabeth's reign**

Elizabeth died unloved and unlamented, ... her reign had been 30 years of illusion followed by 15 years of disillusion.

C. Haigh, *Elizabeth I* (Macmillan, 1988) quoted in N Tongue, *Elizabeth I* (Longman, 2001) p 4.

**SOURCE B: A general commentary on the reign of Elizabeth I**

In 1597 the French ambassador wrote ... even if her kingdom did not much resemble the Elizabethan England of later myth.

P. Williams, *The Later Tudors: England 1547–1603* (Clarendon Press, 1995) pp 387–388.

**SOURCE C: Issues in the last years of Elizabeth I**

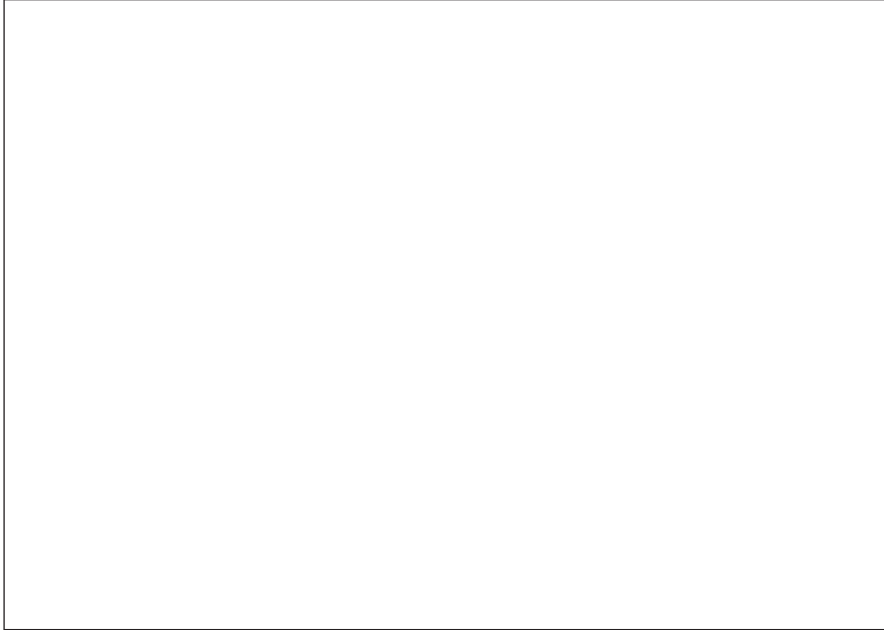
... she ruled by consent. And yet, she was unquestionably a strong monarch. ... difficulty not for her but for the less able rulers who followed.

R. Sloan, in *The Tudor Years* (ed. J Lotherington) (Hodder and Stoughton, 1996) pp 235–236.

**SOURCE D: A feminist perspective on Elizabeth I**

... On the whole, and with of course, a few notable exceptions, ... It is the clue to Elizabeth's survival.

S. Basnett, *Elizabeth I: A Feminist Perspective* (1988) quoted in N. Tongue, *Elizabeth I* (Longman, 2001) p 121.

**SOURCE E: A Tudor painting**

The Family of Henry VIII  
– an Allegory of the Tudor  
Succession, painted around  
1572.

Elizabeth is accompanied  
by symbols of peace and  
prosperity.

D. Murphy et. al. *Britain 1558–1689* (Collins, 2002) p 27.

**SOURCE F: Viewpoints on James I**

- (a) Sir Anthony Weldon, a contemporary Englishman at the court of James I, describing the King:  
'He was very crafty ... but a foole in weighty affaires.'  
R. Ashton, *James I, By His Contemporaries* (Hutchinson & Co, 1969) p 16.
- (b) 'Weldon was followed by two other writers, ... The composite picture of James derived from three hostile Englishmen ...'  
P. Croft, *King James* (Palgrave Macmillan, 2003) pp 4–5.
- (c) '... where James was informal to the point of familiarity, at times unkempt and (by English standards) undignified, a lover of debate and wit even descending to vulgarity and irreverence ...'  
K. Sharpe, *Politics and Ideas in Early Stuart England* (Pinter Publishers, 1989) p 147.

**SOURCE G: A more recent interpretation of James I**

Yet recent writing on James I has successfully established two important general points ... in a less formal political forum in and around the court.

B. Coward, *The Stuart Age: England 1603–1714* (Longman, 1995) p 123.

**SOURCE H: Basilikon Doron**

A page from King James's *Basilikon Doron* first published in 1599, in which James advises his son Prince Henry on the duties and divine right of kings.

B. Worden, *Stuart England* (Phaidon Oxford, 1986) p 52.

**SOURCE I: The successes of James I**

More recently, historians have returned to considering James ... 1603 only to be transformed into a buffoon immediately after crossing the Border.

P. Croft, *King James* (Palgrave Macmillan, 2003) pp 6–7.

**SOURCE J: Issues involving James I**

... Only two of James's faults were really serious. ... it was necessary to pay court to him.

C. Russell, *The Reign of James I* (Methuen Educational, 1974) pp 38–40.

You have three hours to answer your chosen topic from this booklet.

## **Or: TOPIC TWO: NEW ZEALAND IN THE NINETEENTH CENTURY**

### **INSTRUCTIONS:**

Your task is to prepare an article about the nature of Pākehā community in nineteenth-century New Zealand.

### **QUOTATION: The Case for Atomisation**

‘... New Zealand’s social organisation was of a particular type. It was gravely deficient. Community structures were few and weak and the forces of social isolation were many and powerful. Bondlessness was central to colonial life. The typical colonist was a socially independent individual ...’

M. Fairburn, *The Ideal Society and its Enemies – The Foundations of Modern New Zealand Society 1850–1900* (Auckland University Press: Auckland, 1989) pp 11–12.

You are to use both **your own knowledge and evidence from at least EIGHT of the sources** provided in the following pages.

In your article you should:

1. respond to the view expressed in the quotation above, and establish your own argument concerning the nature of Pākehā community in nineteenth-century New Zealand
2. support your argument with relevant and accurate historical information
3. evaluate the evidence available to historians
4. evaluate historians’ interpretations of Pākehā community in the nineteenth century
5. establish your own reasoned conclusions about the nature of Pākehā community in nineteenth-century New Zealand
6. follow an appropriate historical format, with a clear introduction, a series of sequentially-presented paragraphs and a conclusion.

Your article should be written in a style that is formal, fluent and succinct. Appropriate historical conventions, such as names, dates and references, should be used.

The resources in this section have been removed for copyright reasons.

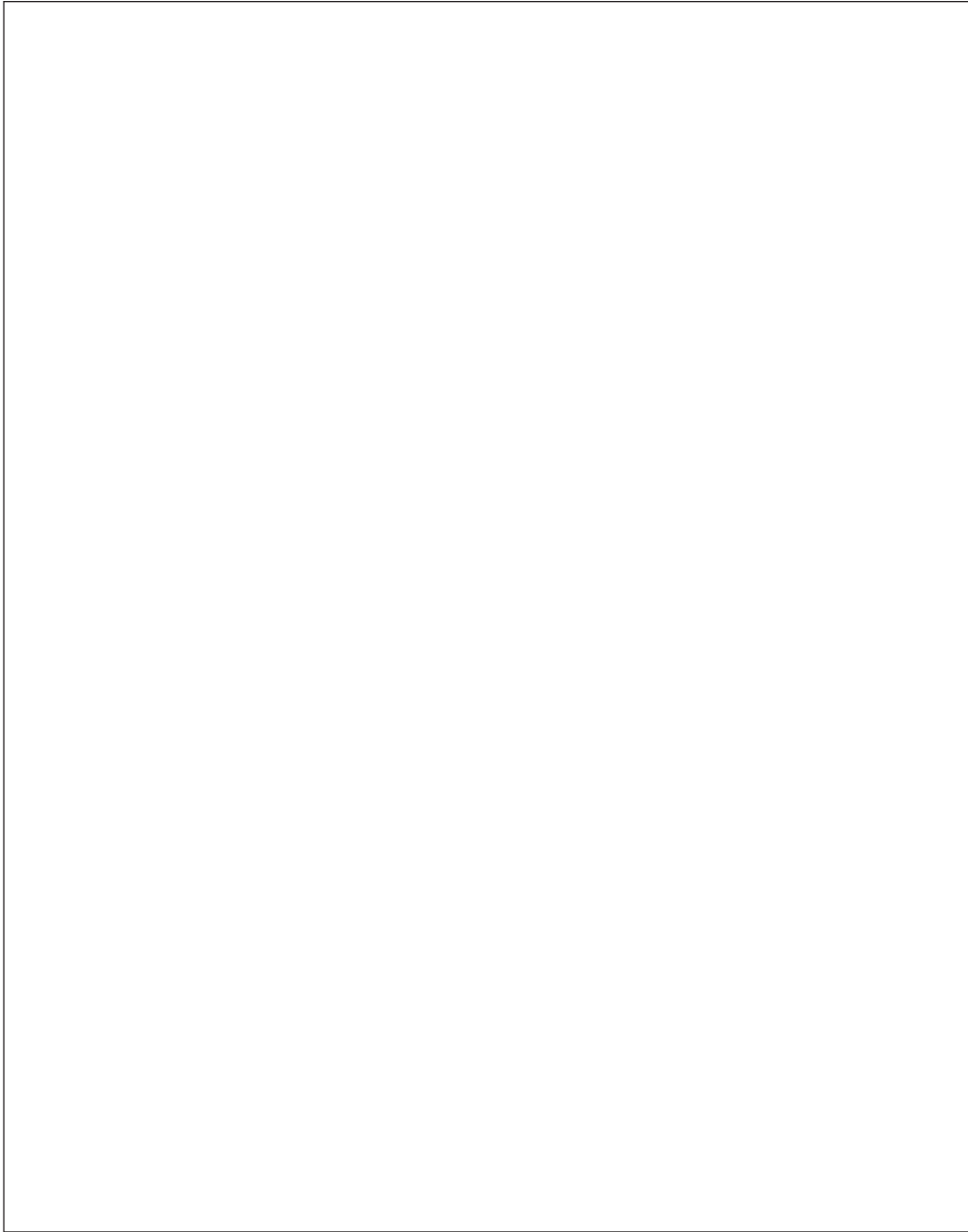


## RESOURCES: NEW ZEALAND IN THE NINETEENTH CENTURY

### Source A: Further claims about atomisation

The other claim in this book is that atomisation ... the colony's two most powerful social movements.

M. Fairburn, *The Ideal Society and Its Enemies – The Foundations of Modern New Zealand Society, 1850–1900* (Auckland University Press: Auckland, 1989) p 12.

**Source B: A lonely atom**

Cox meandered around and around the Gladstone – Tinui – Tauweru area. ... he enjoyed remarkable good physical health over the two-week period.

M. Fairburn, *Nearly out of Heart and Hope — the Puzzle of a Colonial Labourer's Diary* (Auckland University Press: Auckland, 1995) pp 69 and 72.

**Source C: The case for strong and inter-connected communities**

The pattern of East Coast settlement suggests certain possibilities ... but there was always a reasonable hope that they would get better.

W. H. Oliver, *Towards a New History*, Hocken Lecture, 1969.

**Source D: Atomisation and Australia**

There is an Australian local study which throws light ... Fairburn allows the characteristics of the unsettled world to stand for the whole.

J. Hirst, 'Australia, Argentina & Atomisation', *NZ Journal of History*, 25: no. 2 (1991) p 94.

**Source E: Sex ratio by province 1861–1901, with non-Māori population numbers (Table)**

C. McDonald, *Too Many Men and Too Few Women: Gender's 'Fatal Impact' in Nineteenth Century Colonies* in C. Daley, and D. Montgomerie, (eds.), *The Gendered Kiwi* (Auckland University Press: Auckland, 1999) p 25.

**Source F: Mateship – Male community in nineteenth-century New Zealand**

Colonial mateship was founded initially upon the needs of the work situation ... but while it did it would be continuous and, therefore, intense in its own way.

J. Phillips, *A Man's Country? The Image of the Pakeha Male – a History* (Penguin: Auckland, 1987) pp 26–27.

**Source G: The orderly frontier of the kauri bushmen**

Fairburn has argued that most rural work gangs ... each nearly three-score, but tough men.'

D. Mackay, 'The Orderly Frontier: The World of the Kauri Bushmen 1860–1925', *NZ Journal of History*, 25: no. 2 (1991) pp 149–50.

**Source H: The importance of family in Taradale**

When James Rundle was born in 1886, his birth was celebrated ... and within a few years Phoebe had cousins to play with ...

C. Daley, *Girls & Women, Men & Boys – Gender in Taradale, 1886–1930* (Auckland University Press: Auckland, 1999) pp 15–16.

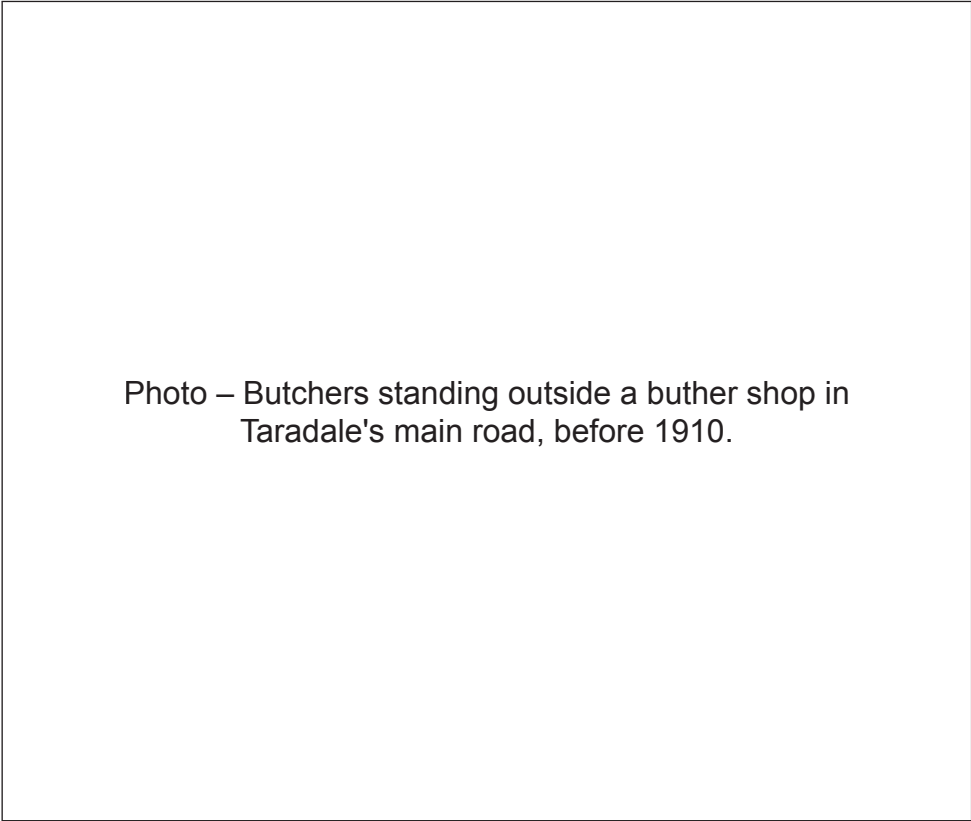


Photo – Butchers standing outside a buther shop in  
Taradale's main road, before 1910.

**Source I: Migration case studies from the 1870s**

Among the migrants who arrived in 1874 ... formed that year to acquire bush land from the government on deferred payment.

M. McKinnon, (ed.) *Bateman New Zealand Historical Atlas*, from Plate 49.

**Source J: Belich on atomisation**

High transience appears to have been a reality ... migration and transience, and some new lumps may have formed.

J. Belich, *Making Peoples – A History of New Zealanders from Polynesian Settlement to the end of the Nineteenth Century* (Penguin: Auckland, 1996) p 414.