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93403



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SCHOLARSHIP EXEMPLAR



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tick this box if you
have NOT written
in this booklet

Scholarship 2021 History

Time allowed: Three hours
Total score: 24

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

Answer all THREE questions in this booklet.

Pull out Resource Booklet 93403R 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 2–24 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.

INSTRUCTIONS

The materials in the resource booklet contain a variety of historical sources based on a theme: **colonialism**.

Your answers to ALL three questions must incorporate information and ideas from the materials provided in the resource booklet, your own knowledge of the theme, and your understanding of historical skills.

Each question has specific sources related to it. However, these sources can also be used to support a response to the other questions.

Space for planning has been provided on pages 4, 10, and 16 to help you prepare your responses. The questions on page 3 are repeated on their respective planning pages.

QUESTION ONE: Historical narratives

Differing historical narratives and the evaluation of historical evidence allow us to understand the complexity of past events.

To what extent do **Sources A–F3** enable historians to understand the complexities of colonialism?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of differing historical narratives
- a valid judgement about the nature of historical evidence, establishing its reliability and/or its usefulness and/or its limitations.

Use page 4 to plan your ideas, and begin your answer on page 5.

QUESTION TWO: Historical relationships

Analysing historical relationships is a skill that allows us to understand the complexity of past events.

To what extent do the historical relationships in **Sources G1–K2** enable historians to understand colonialism in Africa?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of a range of historical relationships, such as cause and effect, continuity and change, past and present, general and specific, patterns and trends, and differing perspectives.

Use page 10 to plan your ideas, and begin your answer on page 11.

QUESTION THREE: Significant historical events in Aotearoa New Zealand

Analysing significant historical events in Aotearoa New Zealand allows us to appreciate the complexity of our past.

Using **Sources L1–O2**, to what extent had Aotearoa New Zealand been successfully colonised by 1900?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of colonialism in Aotearoa New Zealand during the nineteenth century
- an insightful and detailed understanding of this event.

Use page 16 to plan your ideas, and begin your answer on page 17.

QUESTION ONE: Historical narratives

Differing historical narratives and the evaluation of historical evidence allow us to understand the complexity of past events.

To what extent do Sources A–F3 enable historians to understand the complexities of colonialism?

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- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of differing historical narratives
- a valid judgement about the nature of historical evidence, establishing its reliability and/or its usefulness and/or its limitations.

PLANNING

To a great extent
 → Differing perspectives B historical narratives
 said goals.

1) A/C/D/F3

How it is used though the period.
 Consistency with past views?

2) Civilising mission E/F1/D2

Interest position? & yet consequences

3) modernisation & polarising

F2/D1

→ polarising opinions

Begin your answer to **Question One** here:

"History" and "the past" are two terms that cannot be used synchronously. What these sources illustrate to a large extent is that our understanding of the complexities of colonisation largely hinge around this revelation. The Modern history is not a regurgitation of past events, but instead ~~is~~ an interpretation, built from differing perspectives and conflicting historical narratives that create nuance that is difficult to decode. That, is where the complexity complexities surrounding ~~to~~ the issue of colonisation lie.

History can be "unmade and rewritten, always with ~~steps~~ shapes imposed and disfigurations tolerated." (Edward Said). In layman's terms, that our interpretations of past events are largely subject to change based on modern perspectives or norms. Source A is an illustration of such ~~per~~ perspectives perhaps disfiguring the brutal nature of colonisation into a narrative more fit palatable. This author describes the colonial process as an "evolutionary" one¹, ~~thus~~ illustrating it to be an "hectically" for "depraved societies". This viewpoint, best described as a "colonial apologist" makes light of colonial impact, as merely a "brief and transient condition", in lieu of significant history that cannot be "correlated into some historical

emex" (F3). Here, sources A and F3 offer strikingly different perspectives on the impact of colonisation on ~~the~~ the people it affected. Whereas source A concludes that this evolution was as a result of dependent countries' needs of advanced capitalism and therefore a transitional period from which a country operating on "patterns" of dependency could flourish, a case study of the ~~the~~ colonisation and black history concludes this history is not ~~not~~ only "integral" and "essential" but a crucial part of building modern historical narrative that cannot be swept under the carpet. While these sources agree however, is in the ways colonisation is viewed in the present day. Despite the contrast between ~~all~~ referencing colonisation as "merely one stage" as opposed to a "ghettoised narrative", these sources ~~are~~ subconsciously agree that colonial activities ~~are~~ provoke societal ~~discomfort~~
~~discomfort~~ ~~the~~ ~~modern~~ ~~era~~ ~~and~~ therefore are often explained away. The narratives ~~to~~ therefore, of this time in ~~in~~ history, are constructed off of ~~or~~ our own words and perspectives. Colonial apologists or sympathisers do this in the form of ~~eg~~ attempting to legitimise colonial exploits, or cement them as simply natural, inevitable practice of subordination of one power under another. Those more inclined to explore saids

theory of post-colonialism on the other hand, would argue strongly the opposite. While these sources do differ in the timeline of historical thinking, it is interesting and necessary to note that there is continuity in the opinions held in source A, wherein Bengtsson that reflect older beliefs, and therefore while source f3 may be more recent and possibly better informed, their opinions ~~does~~ or not stem from the either, and the complexities in categories of colonialism that do not come simply from recent historical narratives, but are spliced from old colonial ~~ideas~~ myths that are used to legitimise colonial exploits now of past and present day.

"countries that embraced their colonial inheritance, by and large, did better than those that spurned it." This is a quote we might expect to find from an old English imperial journal at the height of the British imperial presence in India, for example. However ~~the~~ ^{the} opinion is was expressed by a political scientist at Portland State University, 2017. The complexities of colonialism do not only stem from webs of historical narrative therefore, but equally from its policy effects in the 21st century, as academic institutions are still utilized to further narratives of subordination and colonial success. "The case for colonialism" as argued argued by Bruce Gilley is that

Colonialism was both "objectively beneficial and "subjectively legitimate" in the places it occurred. The "age of apology" as he calls it, does little to promote the effects of anti-colonialists or colonial contexts, ~~or~~ an effect we may assume to be worse than the impacts of colonial endeavours themselves. Such a perspective, mirrored in sources Source A is an example of continuity in colonial thinking passing on into the ~~20th~~^{21st} century. Not only this, but support for these theories is well. The article states at the end that when the article was reviewed and eventually polled for its polarity, the journal editor himself ~~as~~ received death threats, illustrating the complexities surrounding colonialism, one old but evidently prevalent historical narrative surrounding the subject that can be applied to this day. Source F2 equally demonstrates this legacy of colonial thought, whereby a book published by Senghor exploring Britain's imperial past was received with massive hate mail and "imperial nostalgic racists" who took it upon themselves to make it known that these deeply racist beliefs are rooted in support for colonisation and empire. This ~~also~~ illustrates an image not only of the polarity of colonialism but complexity in regards to moving forward with unpacking colonial history. The ^{ideals} ~~ideals~~ that

existed in the 1800s have not withered, and it is subsequently a mistake to assume that progressive views surrounding the issue are agreed upon or indeed illustrate the norm. The reliability and usefulness of these accounts however, due to this ~~polarity~~^{polarity} would need to be investigated.

While we are given DR G.'s extract that ~~concerned~~ his articles research to be removed, ~~so far~~ ~~say~~ the contents of Songtham's work would need to be examined to draw a responsible conclusion as to the ~~legitimacy~~ ~~legitimacy of~~ ~~research~~ harm that readers apparently saw in his discussion of empire, although \rightarrow he states in response to these attacks "when you're talking about empire, you're talking about race, really", which provides convincing context as to why his article was received \rightarrow ~~and~~ polarities in this manner, given the complexities surrounding historical narrative of both racism & colonialism.

In this way we can see that historical conflict creates historical narratives as what ~~control~~ ^{control} & ~~create~~ the complexities of colonialism, and if it is in thoughtful and convincing ~~describing~~ ^{describing} ~~these~~ ^{etc} that we draw closer to forming a holistic understanding of the issue.

QUESTION TWO: Historical relationships

Analysing historical relationships is a skill that allows us to understand the complexity of past events.

To what extent do the historical relationships in **Sources G1–K2** enable historians to understand colonialism in Africa?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of the theme, colonialism
- a critical evaluation of a range of historical relationships, such as cause and effect, continuity and change, past and present, general and specific, patterns and trends, and differing perspectives.

PLANNING

Large extent

→ extractive colonisation disrupts cultural
values → identity

+ cause & effect / extractive

G1 + G2

→ perspectives

+ I

"domestic
disarray"

disarray for others

→ continuity &

change

Begin your answer to **Question Two** here:

ASSESSOR'S
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Colonialism in Africa is a nuanced case study into the effects of extractive colonialism on a country's cultural, social, economic and political functions and understanding of itself, which these sources ~~try~~ convincingly highlight as they describe the "scramble for Africa" and the ~~after~~ some aftermath.

The causes of colonial interests in Africa largely describe the supposed "needs" for its occupation, which better helps us aid in a holistic understanding of its importance to the economies of its colonizers. Africa was first and foremost a monetary exploit. The "raw materials" (source A1) that it provided indicated opportunity for investment, as well as "fuel for the industrial revolution". Despite the "Dark Continent" being unknown to most Europeans, ~~there~~ the economic advantages for that could be reaped from colonial control, & Africa were recognized in such percacity that it resulted in a "Scramble for Africa". From this, the presence of European powers in Africa were justified as an attempt to "end slavery" (A2), ironically by creating an enormous market for forced labour in order to support colonial economic interests. The effects of this furthered resulted in a ~~the~~ diminish the narrative that "Africa has no history", for see it

for these European powers with a sole economic objective to support or ~~ever~~ recognise ~~in~~ social or cultural wealth in Africa when their primary objective was exploitation. The Source G3 ~~clearly~~ ~~clearly~~ reinforces this notion, as we examine the hard borders between parts of ~~Africa~~ Africa as it was divided up as European ~~colonists~~ colonists saw fit, based on territorial principles and economic potential as opposed to a thoughtful consideration of how these borders would effect the cultural and societal well-being and identity of Africans, ~~not~~ exploited by colonial rule.

and Similarities.

The juxtaposition between African and colonial perspective(s) of the continent & equally provide a greater understanding of colonialism in Africa, as well as a link to broader colonial notions of the time. Once again, the "civilising mission", a colonial concept where the dominating country ~~justified~~ ~~justify~~ ~~justify~~ ~~justify~~ "redeemed" its exploitation by the notion that it was bringing civilisation to the dependent country was ~~exploit~~, ~~exploit~~ employed.

The impulse to "save Africa" (H2) and bring "brings civilisation" (H) largely motivated and formed the colonial perspectives of Africa at the time.

These "higher motives" (H) were what validated exploits in Africa. For the most part, as we now know, Africa was used to ~~be~~ "seize the

* of good Christian practice and briefly
Civilization

Subjects and practices offered by the West" (source 1)

While the ~~prosperous~~ ^{accepting} ~~and~~ offers many motives
behind accepting and integrating these practices may

not have ~~as~~ closely adhered to the ~~best~~ European
perspective, we can deduce that the general

~~view~~ ~~was~~ ~~seen~~ ~~as~~ ~~removal~~ from Africa was one
of acceptance toward these industries and ~~other~~ cultures.

However, from this, whereas European presence in
Africa hinged around an economic perspective and

the "discovery of Africa", this differed wildly from
African Natives. "There was nothing new to discover

In Africa, we were here all the time" (H). For

A Understading, Africans held enormous stakes in
the continued prosperity of their country, ~~Eduardo Gómez~~

which contact with Europe now sustained. However,

From a European standpoint, once the thrill of a
"discovering" the continent dissipated, and the economic

potential the country provided had been mined, there
was little reason to remain attached to the colony.

This context largely allows for historians
to understand the ~~no~~ context of economic deprivation

and in Africa in the present day. As we now view

the "civil wars" and "state failure" in Africa as

"state failure" (source 1), a western perspective

must take into account the causes of economic
and cultural dependency that European colonial

exploits forged with the continent of Africa,

from which the abrupt detachment ~~is~~ ~~gated~~

indicated run from a African perspective, and yet
and the end of an exploit from the europeen
viewpoint.

The "Scramble for Africa" and the "Scramble out
of Africa" (source K2 3 H1) depict strong evidence
for continuity and change within the Africa continent
that illustrates the ongoing effects of colonial presence,
and the lingering colonial patterns that continue to
reappear in a ~~post-colonial~~ post-colonial world.

While the scramble out of Africa was just as
hostile, and equally as motivated by economic

Standing for the colonisers, these countries were now
in a hurry to leave at the threat of those
kind of colonial rule as opposed to their own
desire to leave. ~~As~~ The European presence had since
extracted itself from the continent, and yet

"missionaries have continued to offer Christianity and
civilisation ~~to~~ to the needy" (source K2), the
link between "colonialism and Christianity" (source H)

still illustrating depicting the lingering tenails of
colonial presence that continues to influence life
on the Africa continent. The consistency in these
perspectives and effects of colonial rule serve to
highlight the importance of ~~both~~ the collecting
historical relationships and observing their overlap
in order to gain a holistic understanding of the
colonisation of Africa. It may have seen an

autonomous Afr. decision by the continent to "forgo the dream of unity" and "respect the division frontiers ~~created~~ created by the scramble" (K2), but the perspectives and effects of colonial rule that linger in Africa's ~~create~~ create ~~and~~ patterns that outline a depressing continuity that would be lost in ~~as~~ a historical analysis these relationships as separate entities.

QUESTION THREE

Analysing significant historical events in Aotearoa New Zealand allows us to appreciate the complexity of our past.

Using Sources L1–O2, to what extent had Aotearoa New Zealand been successfully colonised by 1900?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of colonialism in Aotearoa New Zealand during the nineteenth century
- an insightful and detailed understanding of this event.

PLANNING

→ Overwhelming British presence, but still colonial struggle which shows struggle for collective identity.

→ Women

Outpost of Britain

Begin your answer to **Question Three** here:

An indicator of ~~the~~ the success of colonialism
in NZ can be put down to the role of
women. Where colonialism is often seen as the
"White man's burden" (Rudyard Kipling), the role
of white women in securing colonial interests was
often a pivotal indicator of the success of
colonial ~~settler~~ settler colonial exploits.
As source 2 indicates, cloisters of "women
organizations" in NZ were pivotal in provoking
loyalty to and maintaining the strength of

→ Source Q2

"Identification with Britain" lay at the heart of this colonial response, and from this we can deduce that the ~~of~~ ~~not~~ this illustrates a lack of "successful colonisation" in regards to Maori. Despite being a war of pivotal importance to the nation, Maori warriors were initially not ~~allow~~ permitted to fight ~~unlawfully, through some means~~. The reasons given were that this was a white man's conflict that didn't concern Maori, however the "successful colonisation" of NZ arguably hinged around Maori being integrated into society and given the same "rights and privileges" of British citizens as stated in Article 3 of the Treaty of Waitangi. This ~~arguably~~ arguably puts the case for NZ not being fully colonised by 1900. The Maori motives for joining the war also did not match the imperial motives promoted by Pekapeka Society. While some Maori prefered to stay out of the conflict, others evidently saw it as a chance to gain respect and status so that they might be able to negotiate for ~~them~~ their land and rights. This pattern of thinking can also be seen amongst Irish Catholics down the during their own colonial experience. However in both cases this notion of fighting for the motherland to reach autonomy ~~not~~ was

and unsuccessful. This once again illustrates that while Pakeha society with their world view could make the case for full colonisation at that time, the reality was often far more nuanced, and the motives of Maori understandably geared toward regaining "Mānā motuhake" (independence) as opposed to fighting for the crown: a "loyal contribution to the empire" (Toi as we see Seddon promptly to his own pakeha troops in source O1).

The desecration of the Maori language is arguably the greatest factor for arguing that NZ ~~colonialism~~ has been fully colonised, however once again the integration between pakeha and Maori cultural values and society can be seen in contrasting sources M & N. Dan Brash argues that "New Zealand values are British values", and that ~~Maori~~ ~~targets~~ the diminishment of Maori language is not an issue as ~~the~~ ~~other~~ socio-economic state of NZ only requires English, and the knowledge of Pakeha society. However source N illustrates that MR Brash is mistaken in assuming Pakeha society is not also influenced by Maori values and traditions at its core. The watercolour in source N is a poetic illustration of the interaction and cultural amalgamation that forms the basis of NZ identity as well as the shared history between maori and

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

pōkēnā species. The western medium of watercolour ~~paint~~^{framed} with maori illustrations thus co-habitation, which Brzesz "sees" reads as naive in the face of it. The painting itself ironically depicts the "true pioneer", "the first attack" and the "victory", making the case for successful colonialism around the year 1900. However the ~~front~~^{framing} of the picture by ~~more~~ traditional maori carvings speaks volumes as to the cultural importance of Maori art and society to white NZ. These sources illustrate clearly that white pōkēnā society dominated in the year 1900, we could perhaps argue that that NZ was never truly colonized by pōkēnā ideologies, as the ~~& unique~~ unique relationship between pōkēnā and maori forged a NZ identity that is embraced by all NZers to this day, despite those that withhold belief in the "inconsistent logic" of complete maori subordination to colonial endeavour.

QUESTION
NUMBER

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

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

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

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Scholarship Exemplar 2021

Subject	History		Standard	93403	Total Score	15
Q	Score	Annotation				
1	5	<p>The candidate provides an effective, clear, and direct response to the question. However, candidates being more selective in choosing the most relevant sources to focus upon should be encouraged.</p> <p>The detail provided in the response is extensive and clearly at Scholarship level, with very useful points made about colonial legacies in Source F2, and the continuation of colonial thinking in Source A.</p> <p>The candidate's conclusion greatly strengthens their response makes it easier to achieve a higher score.</p>				
2	5	<p>The candidate makes excellent points identifying and explaining the historical relationship of continuity and change evident in Sources G1 and K2 clearly at Scholarship level, but their response could have been further strengthened by a more selective approach to the detailed analysis of the sources selected (as in Question One).</p> <p>The candidate does manage, in parts, to integrate material in the sources with their own knowledge of the theme of colonialism, and the historical relationship of perspectives is developed to a Scholarship level in their analysis of Sources G2 and H. However, the candidate could have developed these points even further by a greater use of their own knowledge in other parts to achieve a higher score for this question.</p>				
3	5	<p>The candidate's response begins well, with a direct introduction to the specific question posed.</p> <p>Across the response, the sources provided are generally utilised well to develop a Scholarship answer. There is some evidence of historical content learnt ahead of the examination, in terms of references to Te Tiriti O Waitangi and the motives of iwi to engage in war, with connections made to Sources O1 and O2.</p> <p>There are also some useful points made by the candidate in terms of the limits of Source M and the utility of the source regarding the extent to which Aotearoa New Zealand had been successfully colonised.</p> <p>While not at all exhaustive in terms of integrating their own knowledge with material in the resource booklet, the candidate demonstrates some knowledge of the nature of colonialism in Aotearoa New Zealand and was able to convey this at a Scholarship level.</p>				