

93403Q



934032



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2012 History

2.00 pm Saturday 17 November 2012

Time allowed: Three hours

Total marks: 40

QUESTION BOOKLET

There are two topics. Choose ONE topic and complete the task concerning that topic, using the documents and sources provided in this booklet.

EITHER: Topic One: England 1558–1667 (pages 2–26)

OR: Topic Two: New Zealand in the Nineteenth Century (pages 27–46)

Write your response in Answer Booklet 93403A.

Check that this booklet has pages 2–46 in the correct order and that none of these pages is blank.

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

Your performance will be evaluated using the following historical skills:

- | | |
|----------------|--|
| Skill 1 | Demonstrate an understanding of the critical underpinnings and scope of an historical question/context through the effective communication of a sophisticated, substantiated argument. |
| Skill 2 | Develop informed and perceptive judgements about the nature of historical evidence and/or historical research. |
| Skill 3 | Critically evaluate historical narratives in a sustained manner. |
| Skill 4 | Demonstrate a thorough and perceptive understanding of historical relationships in selected contexts and settings. |
| Skill 5 | Synthesise, with perception and insight, ideas relevant to the historical context(s) and setting(s). |

Each skill will be assigned a mark out of 8.

You have three hours to complete this examination.

EITHER: TOPIC ONE: ENGLAND 1558–1667

The England Topic begins here. The New Zealand Topic begins on page 27.

TASK

Your task is to prepare an article for a history journal arising from the study of the following sources and your own knowledge, in which you **analyse and evaluate the significance of an historical study of early modern England 1558–1667**. You may choose **ONE** aspect of the topic, or you may choose to look at the topic as a whole.

KEY IDEA

E.H. Carr in his book *What is History?*, describes the pursuit of history as ... ‘an unending dialogue between the present and the past’. In your pursuit for knowledge and understanding of key events, people and social trends in early modern England 1558–1667, how significant is the period for you as a Year 13 student of history living in New Zealand? What is the importance of evaluating the comparative strengths and weaknesses of personal monarchs and leaders in this period, and questioning the nature of society, the civil wars and English Revolution? What are the advantages of being familiar with the history of another society in a distant past?

INSTRUCTIONS

Use both **your own knowledge** and **evidence** from at least SEVEN of **Sources A–N** provided on pages 3–26.

In your article, you should:

- demonstrate a broad, deep and balanced understanding of this historical issue by communicating your own substantiated argument concerning the significance of an historical study of early modern England 1558–1667
- integrate relevant ideas about this historical issue from the evidence in the sources and your own knowledge to develop your argument
- demonstrate an understanding of historical relationships relevant to this historical issue, such as past and present, cause and effect, specific and general, continuity and change, and pattern and trends
- make judgements about the nature of historical evidence concerning this historical issue
- evaluate historians’ interpretations and the views of contemporaries that relate to this historical issue.

Your article should be written in a formal and fluent style. It should have an introduction that outlines your argument, a series of sequentially presented paragraphs, and a reasoned conclusion. You do not need to provide footnotes, endnotes, or a bibliography.

Use the planning space on pages 2 and 3 of your Answer Booklet to make notes that will help you carry out your task. These notes will **not be marked**.

SOURCES: ENGLAND 1558–1667**SOURCE A****A1: Studying history beyond our shores**

W.H. Oliver is a New Zealand historian who wrote about New Zealand society after he had spent time studying history beyond our shores.

When Mr Oliver came back to New Zealand in 1955, it was to take up the job ...

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... and the present of those countries.”

Source: Denis Welch, ‘The Storyteller’, *New Zealand Listener*, 20 September 2008, pp 37–38.

A2: Shining a light on less familiar history

Dominic Sandbrook is a regular columnist in the BBC History Magazine.

Those children lucky enough to study history focus overwhelmingly on the modern ...

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... and impossibly rich world of the past is the most fruitful trip most of us will ever take.

Source: Dominic Sandbrook, ‘We should be shining a light on less familiar history’, *BBC History Magazine*, May 2010, p 21.

SOURCE B**Why does Tudor England grab us?**

Ever since 1900, more than two books or articles have appeared on average every day on the history of the British Isles ...

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SOURCE B (continued)

... Tudor England was exciting to live in, and that makes it exciting to study, warts and all.

Source: Eric Ives, 'Why the Tudors grab us', *BBC History Magazine*, August 2011, pp 22–23.

SOURCE C**C1: An Allegory of the Tudor Succession**

For copyright reasons, this resource cannot be reproduced here.

Elizabeth is accompanied by symbols of peace and prosperity, while Queen Mary stands with Phillip II of Spain in front of a symbol of war. This painting is very similar to the one painted by Lucas de Heere in *An Allegory of the Tudor Succession*, c. 1572.

Source: *An Allegory of the Tudor Succession*, painter unknown, c. 1590, Yale Centre for British Art, Paul Mellon Collection, <http://collections.britishart.yale.edu/>, accessed March 2012.

C2: Elizabeth I's Golden Speech to Parliament (1601)

Mr Speaker, you give me thanks, but I doubt me that I have more cause to thank you all ...

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... yet you never had or shall have any that will be more careful and loving.

Source: Cited in Leah S. Marcus, et al (ed), *Elizabeth I: Collected Works* (Chicago: The University of Chicago Press, 2000), pp 334–336.

SOURCE C (continued)**C3: Gloriana for our times**

It was only when she was 14 that the then Princess Elizabeth [Queen Elizabeth II] became ...

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... though they are from each other, neither failed in their service to the country. In that we recognise two very different forms of greatness for which we have every reason to give thanks.

Source: Sir Roy Strong, 'Gloriana for our Times', *Daily Telegraph*, 4 February 2012, p 25.

SOURCE D**D1: The Book of Martyrs**

For copyright reasons, this resource cannot be reproduced here.

Source: John Foxe, front cover of the *Book of Martyrs*, 1583, cited in: Susan Doran, *The Tudor Chronicles 1485–1603* (London: Quercus, 2008), p 343.

John Foxe's *Actes and Monuments*, better known as the *Book of Martyrs*, was an influential book ...

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... continued long after the actual religious controversies that preoccupied Foxe had faded from memory.'

Source: A. N. Wilson, *The Elizabethans* (London: Hutchinson, 2011), p 142.

D2: The Elizabethan settlement

Sir John Neale suggested that Elizabeth had wanted a much more 'Catholic' Church ...

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... Francis Knollys, and the Earl of Bedford would have headed a regime aiming for anything less than a Protestant settlement.

Source: Christopher Haigh, *Elizabeth I* (Harlow: Addison Wesley Longman, 1998), p 35.

D3: From The Book of Common Prayer, commonly called *The First Book of Queen Elizabeth*

The Elizabethan Prayer Book was based upon that of 1552, but when communion was administered, the Minister was required to combine the words prescribed in 1552 with those of the First Edwardian Prayer Book of 1549, as follows:

And when he [the minister] delivereth the Bread, he shall say: ...

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... that Christ's Blood was shed for thee, and be thankful.

Source: From *The Book Of Common Prayer*, commonly called *The First Book of Queen Elizabeth*, 86–86v, cited in: Roger Lockyer and Dan O' Sullivan, *Tudor England 1485–1603* (London: Longman, 1993), p 33.

SOURCE E**Why does the seventeenth century grab us?**

The seventeenth century was, historically, and is, historiographically, a mess – wherein lies ...

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... 'history' never stands still. But in these eighty-five years it moved at bewildering and sometimes kaleidoscopic speed.

Source: Jenny Wormald, *The Seventeenth Century* (Oxford: Oxford University Press, 2008), p 1.

SOURCE F

F1: Evaluating James I

'James I slobbered at the mouth and had favourites; he was, thus, a Bad King.' This famous ...

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... weaknesses of the monarchy were not personal, but structural. Viewed in a broad perspective, James was a successful ruler.

Source: S. J. Houston, *James I* (Harlow: Pearson Educational Ltd, 1995), pp 101, 114–115.

F2: Why the King James version matters

The King James Bible is soaked in the idea of its ...

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An engraving of the frontispiece to the first edition of the King James Bible

... that imagines a universe replete with meaning and that fills it not with terror or vengeance but with a quality which nowadays ... we call '*humanity*'.

Source: Adam Nicholson, 'Five Reasons why The King James Version Matters', *BBC History Magazine*, March 2011, pp 46–47.

SOURCE G**G1: Religious division under Charles I**

For copyright reasons, this resource cannot be reproduced here.

This engraving shows 'Rattle-Head' (half William Laud and half the Queen's Catholic confessor) refusing the book offered by 'Sound-Head' representing a puritan, but accepting the religious relic offered by the Catholic priest 'Round-Head'.

Source: Malignant Foolerie, 1630s, author unknown, cited in: Angela Anderson, *Charles I* (London: Longman, 1998), p 49.

G2: The King's position on religion

That the Articles of the Church of England do contain the true doctrine ...

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... or hold any public disputation ... other than is already established in Convocation with our royal assent; he shall be liable to our displeasure, and the Church's censure ...

Source: Extract from King Charles I's Declaration prefixed to the Articles of Religion, November 1628, cited in: Dale Scarboro, *England 1625–1660: Charles I, the Civil War and Cromwell* (London: Hodder Murray, 2005), p 30.

SOURCE H**H1: What are the real achievements of the British people?**

We [the British] do not lack our own traditions of popular resistance ...

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... know too much about the real achievements of the British people.

Source: Christopher Hill, 'What is History? The Great Debate', *History Today*, vol 34, issue 5 May 1984, pp 8–10.

SOURCE H (continued)**H2: The punishment of James Naylor**

For copyright reasons, this resource cannot be reproduced here.

In October 1656 James Naylor, a leading early Quaker, rode into Bristol on a donkey led by his followers, in a re-enactment of Christ's entry into Jerusalem. After his trial on a charge of blasphemy, he was punished severely with a whipping and tongue boring while tied to a pillory. He was also imprisoned and had the letter 'B' branded on his forehead.

Source: Woodcut dated December 1656, author unknown, accessed March 2012,
www.brh.org.uk/articles/bpp/nayler.html

SOURCE I**I1: Deaths due to the British Civil Wars 1642–1651**

Place	Total pre-war population	Dead	Percentage loss

Source: Richard Wilkinson (ed), *Years of Turmoil* (London: Hodder & Stoughton, 2002), p 112.

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I2: The costs of war

County	Yearly Assessment	Yearly Contribution	Yearly Ship Money Charge

This table compares the assessment and contribution charged on four counties (along with the Ship Money they had been expected to pay in the 1630s). The assessment was a direct tax on income and wealth, particularly land, imposed by Parliament during the Civil War. The contribution was a tax raised by Charles I in the counties he controlled.

Source: Barry Coward and Chris Durston, *The English Revolution* (London: John Murray, 2002), pp 74, 75, 77.

SOURCE I (continued)**I3: Battles of the Civil War 1640–1651**

For copyright reasons, this resource cannot be reproduced here.

Source: Simon Schama, *A History of Britain: The British Wars 1603–1776* (London: BBC Worldwide Ltd, 2001), p 127.

SOURCE J

J1: The frontispiece of the Eikon Basilike

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Latin phrases in the engraving, with their meanings:

- | | | |
|-----|----------------------------|--|
| (1) | Immota, triumphans | unmoved, triumphant (scroll around the rock) |
| (2) | Clarior e tenebris | brighter through the darkness (beam from the clouds) |
| (3) | Crescit sub pondere virtus | virtue grows beneath weights (scroll around the tree) |
| (4) | Beatam & aeternam | blessed and eternal (around the heavenly crown marked GLORIA) |
| (5) | Splendidam & gravem | splendid and heavy (around the crown lying on the ground with the motto on it) |
| (6) | Vanitas | vanity |
| (7) | Asperam & levem | bitter and light |
| (8) | Gratia | grace (written on the crown of thorns held by Charles) |
| (9) | Coeli specto | I look to heaven |

Source: *Eikon Basilike*, autobiography attributed to King Charles I, February 9 1649, accessed 14 March 2012
http://en.wikipedia.org/wiki/Eikon_Basilike

SOURCE J (continued)**J2: The execution of Charles I**

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The reaction of the spectators reflects an eyewitness account that the stunned crowd groaned with grief as the axe fell. The resemblance of the fainting woman to images of the Virgin Mary at the Crucifixion is likely to have struck a chord with contemporary viewers.

Source: *The execution of King Charles I* after unknown artist etching, circa 1649 © National Portrait Gallery, London, accessed March 2012, www.npg.org.uk/collections/search/portrait.php?search=ap&npgno=D1306

J3: The King's speech at his execution

For the people I must tell you, that their liberty and freedom consist in ...

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... laid to your charge, that I am the martyr of the people.

Source: Geoffrey Robertson, *The Tyrannicide Brief: The Story of the Man who sent Charles I to the Scaffold* (London: Vintage Books, 2006), p 199.

SOURCE J (continued)**J4: A fair trial?**

Geoffrey Robertson is a leading human rights lawyer in Britain, and a United Nations war-crimes judge. He has written a number of books about law and justice.

For Tory writers, the trial and execution of Charles I were straightforward ...

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... which merely retrieved from the fall of the Stuart kings some of the gains made in 1649.

Source: Geoffrey Robertson, *The Tyrannicide Brief: The Story of the Man who sent Charles I to the Scaffold* (London: Vintage Books, 2006), pp 2–6.

SOURCE K**K1: Cromwell – A mirror image of kingship**

For copyright reasons, this resource cannot be reproduced here.

Source: Oliver Cromwell (1599–1658), The Lord Protector, painted by Thomas Wyck circa 1655–1658, accessed 14 March 2012, www.historicalportraits.com/Gallery.asp?Page=Item&ItemID=353&Desc=Oliver-Cromwell-by-Thomas-Wyck

SOURCE K (continued)**K2: Cromwell – hero or villain?**

Cromwell's character remains very much an enigma, but it is clear that much ...

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... culminating in the 'crowning victory' of Worcester, gave him an undue confidence in the possession of God's grace.

Source: Extract from J. P. Kenyon, *Stuart England* (London: Penguin, 1985), cited in: Elizabeth Sparey, *Cromwell*, (London: Harper Collins, 2004), p 59.

K3: Cromwell – radical or conservative?

For copyright reasons, this resource cannot be reproduced here.

Source: *The Commonwealth Ruling with a Standing Army*, date & author unknown, engraving cited in: *Cromwell*, Elizabeth Sparey, *Cromwell* (London: Harper Collins, 2004), p 43.

SOURCE L**L1: Restoration**

29 May 1660: This day his Majesty Charles II came to London after ...

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... so bright ever seen in this nation, this happening when to expect or effect it was past all human policy.

Source: From the diary of John Evelyn, 29 May 1660, cited in: Barry Coward and Chris Durston, *The English Revolution* (London: John Murray, 1997), p 217.

L2: The Declaration of Breda

And to the end that the fear of punishment may not engage any, conscious ...

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... an act of parliament as, upon mature deliberation, shall be offered to us, for the full granting of that indulgence.

Source: The Declaration of Breda, 1660, cited in: Barry Coward and Chris Durston, *The English Revolution* (London: John Murray, 1997), pp 215–216.

SOURCE M**M1: No Christmas under Cromwell**

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In 1645, parliament issued its *Directory for the Public Worship of God* which, making...

... and trip up the heels of a giant ,strook into a deep consumption with a blow from Westminster”.*

*strook means struck

Source: John Taylor, *The Vindication of Christmas*, 1652, in ‘No Christmas under Cromwell?’, *BBC History Magazine*, January 2012, p 20.

SOURCE M (continued)**M2: The Tichborne Dole**

For copyright reasons, this resource cannot be reproduced here.

This painting of *The Tichborne Dole* shows an annual custom of giving the dole by Lord Tichborne and his immediate family and kin, in the form of bread, on 25 March the Feast of the Annunciation (Lady's Day), in the village of Tichborne in Hampshire – which dates back to the 13th century, and continues to this day.

Source: Van Tilborch, *The Tichborne Dole*, 1670, accessed March 2011 from www.bbc.co.uk/legacies/myths_legends/england/southampton/article_1.shtml

SOURCE N**N1: Women 'hidden from history'**

The term 'hidden from history' is used when the history of a hitherto ...

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... men and of the occasional political hostess, there is little sign of women taking any initiative in broader political issues.

Source: Anne Laurence, *Women in England: 1500–1760* (London: Phoenix Press, 2002), pp 3–6.

SOURCE N (continued)**N2: The diary of Margaret, Lady Hoby, East Yorkshire,
extends from August 1599 to August 1605**

[Each day the diary started with a record of her] spiritual experiences and ...

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... received rents and drew up business statements ... She also received and dined innumerable visitors.

Source: Cited in Michael A. R. Graves, *Understanding Historical Sources: Tudor-Stuart England 1558–1667* (Auckland: Elizabethan Promotions, 2007), p 18.

OR: TOPIC TWO: NEW ZEALAND IN THE NINETEENTH CENTURY

TASK

Your task is to prepare an article for a history journal arising from the study of the following sources and your own knowledge, in which you **analyse and evaluate the significance of an historical study of New Zealand 1800–1900**. You may choose **ONE** aspect of the topic, or you may choose to look at the topic as a whole.

KEY IDEA

Historian Judith Binney wrote in her foreword to *The Shaping of History* that “written history is necessary to knowing ourselves”. In your pursuit for knowledge and understanding of key events, people and developments in nineteenth century New Zealand, how significant is the period of study for you as a Year 13 student of history living in New Zealand? What for instance, is the importance of evaluating the positive and negative effects of Māori contact with Pākehā, and of questioning the impact of the Treaty of Waitangi and the impact of the values, fears and beliefs of migrants? Is ‘knowing ourselves’ the significance of a study of nineteenth century New Zealand history, or is the significance in the subject matter itself?

INSTRUCTIONS

Use both **your own knowledge** and **evidence** from at least SEVEN of **Sources A–N** provided on pages 28–46.

In your article you should:

- demonstrate a broad, deep and balanced understanding of this historical issue by communicating your own substantiated argument concerning the significance of an historical study of New Zealand 1800–1900
- integrate relevant ideas about this historical issue from the evidence in the sources and your own knowledge to develop your argument
- demonstrate an understanding of historical relationships relevant to this historical issue, such as past and present, cause and effect, specific and general, continuity and change, and pattern and trends
- make judgements about the nature of historical evidence concerning this historical issue
- evaluate historians’ interpretations and the views of contemporaries that relate to this historical issue.

Your article should be written in a formal and fluent style. It should have an introduction that outlines your argument, a series of sequentially presented paragraphs, and a reasoned conclusion. You do not need to provide footnotes, endnotes, or a bibliography.

Use the planning space on pages 2 and 3 of your Answer Booklet to make notes that will help you carry out your task. These notes **will not be marked**.

SOURCES: NEW ZEALAND IN THE NINETEENTH CENTURY

SOURCE A

A1: Māori oral narratives, Pākehā written texts

‘We are what we remember; society is what we remember.’ There have been ...

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... these histories have served, to a considerable extent, to erase Māori memories and perceptions.

Source: Judith Binney, ‘Māori Oral Narratives, Pākehā Written Texts’, *The New Zealand Journal of History*, vol 21, no 1 (1987), pp 16–17.

A2: The importance of Māori history

Essentially, Māori history is the same as any other kind of history, in that ...

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... be based on solid evidence, and on reasonable conclusion drawn from that evidence.

Source: Michael King, ‘On Writing Māori History’, *The Silence Beyond: Selected Writings by Michael King* (Auckland: Penguin, 2011), pp 65–66.

SOURCE B**The contribution of history to New Zealand's national identity**

One does not need to claim elegance or refinement today to believe that a ...

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... and I respect entirely the doubts and scepticism which the professional historians have of national identity.

Source: Jock Phillips, 'Our History, Our Selves: The Historian and National Identity', *The New Zealand Journal of History*, vol 30, no 2, (1996), pp 112–113.

SOURCE C**C1: Māori resilience**

Modern nation-building driven by capitalism in the era of European ...

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... responses to the findings and recommendations of the Waitangi Tribunal.

Source: Ranginui Walker, 'The Treaty of Waitangi as the Focus of Māori Protest' in: I. H. Kawharu (ed), *Waitangi: Māori and Pākehā Perspectives of the Treaty of Waitangi* (Auckland: Oxford University Press, 1989), pp 277–278.

SOURCE C (continued)**C2: Nga Puhi dog tax protestors 1898**

For copyright reasons, this resource cannot be reproduced here.

Source: F. Barrett Collection, Reference: 1/2-018754; F, Alexander Turnbull Library, Wellington, New Zealand,
<http://beta.natlib.govt.nz/records>

SOURCE D**D1: The 'myth' of fatal impact**

There is a danger of reversing the pendulum here; leaving the impression ...

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... of Māori depopulation and to have an enduring effect on historians' interpretations, but also to help project the British Empire into New Zealand in 1840.

Source: J. Belich, *Making Peoples – A History of the New Zealanders from Polynesian Settlement to the End of the Nineteenth Century* (Auckland: Penguin Press, 1996), p 178.

D2: Swamping

Between 1870 and 1916, Pākehā launched a climactic assault on Māori ...

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... other was engagement – accepting the Pākehā embrace but seeking to soften it, even subvert it towards Māori interests.

Source: J. Belich, *Making Peoples – A History of the New Zealanders from Polynesian Settlement to the End of the Nineteenth Century* (Auckland: Penguin Press, 1996), pp 248, 250.

SOURCE D (continued)**D3: Māori population 1841–1901**

Census	Population	Numerical increase or decrease	Percentage increase or decrease

Source: *Te Ara – the Encyclopedia of New Zealand*, www.teara.govt.nz/en/taupori-Māori-Māori-population-change/1/2

For copyright reasons, this resource cannot be reproduced here.

SOURCE E**Alienation of Māori land**

For copyright reasons, this resource cannot be reproduced here.

Source: Department of Internal Affairs, *New Zealand Historical Atlas*, Plate 41, 199.

SOURCE F**F1: The native land court**

For copyright reasons, this resource cannot be reproduced here.

Source: William James Harding Collection, Reference: 1/1-000013; G, Alexander Turnbull Library, Wellington, New Zealand, <http://beta.natlib.govt.nz/records>

F2: Māori diary entry

Today I obtained the bank cheque for the lease of Tairua. I gave a receipt ...

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... were paid today, on the 20th of March, 1879.

Source: Translated diary of a Ngati Hei elder, translated by Jane McRae, cited in: J. Binney, J. Bassett, E. Olssen (eds.), *The People and the Land: An Illustrated History of NZ 1820–1920* (Wellington: Allen & Unwin, 1990), pp 236–238.

SOURCE G**Reclaiming Waitangi Day**

For most of us, this Waitangi Day will be just another Monday holiday, a chance ...

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... to reclaim Waitangi Day ... All it takes is a mind-shift. All it takes is a desire to make Waitangi Day truly a national day.

Source: Buddy Mikaere, *New Zealand Herald*, 4 February 2012.

SOURCE H**H1: The need to rethink New Zealand history**

Why is there a need to revise New Zealand history? Firstly, there are serious ...

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... 'New Zealand' as its subject will naturally exaggerate exceptionality; but such claims can only be tested when seen in a much broader context.

Source: Giselle Byrnes (Ed.), 'Introduction: Reframing New Zealand History', in Giselle Byrnes (ed) *The New Oxford History of New Zealand*, (Melbourne: Oxford University Press, 2009), p 7.

SOURCE H (continued)**H2: The problem with New Zealand history**

If recent New Zealand historiography has a problem, simple lack of bulk is ...

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... subculture prefers alluvial panning to pit-mining, and that it does not put much energy into seeking to pan in the optimal places.

Source: James Belich, 'Colonization and History in New Zealand', *The Oxford History of the British Empire*, 1999, p 190.

SOURCE I**The case for New Zealand exceptionalism**

Of all the absences in New Zealand historiography, perhaps the most ...

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... society that explains or unifies many important phenomena.

Source: Miles Fairburn, 'Is there a Good Case for New Zealand Exceptionalism?' in Tony Ballantyne & Brian Moloughney (eds), *Disputed Histories: Imagining New Zealand's Pasts* (Otago: Otago University Press, 2006), pp 143–144.

SOURCE J**J1: The migrant experience**

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Beach scene in New Zealand, with a sailing ship near the shore, surrounded by rowing boats. Settlers on shore, either arriving or departing, one with a pick for gold mining, others with baggage, many waving at the ship, other groups in the background rushing to greet the arrival or departure.

Source: Noyce, E, *Embarking for home*, E. Noyce Bauerricher & Co, between 1852–1860, Reference: E-079-005. Alexander Turnbull Library, Wellington, New Zealand, <http://beta.natlib.govt.nz/records/22786129>

SOURCE J (continued)**J2: Immigration to New Zealand 1840–1870**

For copyright reasons, this resource cannot be reproduced here.

Source: *Te Ara - the Encyclopedia of New Zealand*, www.TeAra.govt.nz/en/history-of-immigration/4/5

SOURCE K**K1: The long depression**

The years from 1865 were also bad for many Europeans in ...

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... would build for the country as a whole and the areas where there were no immediate profits to be made were neglected.

Source: W. B. Sutch, *Poverty and Progress: A Reassessment* (Wellington: A. H. & A. W. Reed, 1969), pp 84–85.

SOURCE K (continued)**K2: Causes of poverty**

Causes reported to the Department of Hospitals and Charitable Institutions 1897–1900	1897	1898	1899	1900

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Source: Annual Report on Hospitals and Charitable Institutions, Appendices to the Journals of the House of Representatives (AJHR), 1897–1900.

SOURCE L**L1: Male community in nineteenth-century New Zealand**

... frontier conditions often forced men into a close comradeship. When living in

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the most common complaints of colonial men and was blamed for much of the insanity among the country's males.

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

L2: Band of Hope Temperance Society Abstinence Pledge Card, 1888

For copyright reasons, this resource cannot be reproduced here.

Source: Alexander Turnbull Library, *Band of Hope Temperance Society Abstinence Pledge Card*, 1888,
Reference: Eph-D-ALCOHOL-Temperance-1996-01.

SOURCE M**M1: Women's franchise**

For copyright reasons, this resource cannot be reproduced here.

Source: Unknown artist, 'The Summit at Last', *New Zealand Graphic*, 21 July 1894.

M2: The Sweating Crusade

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Harriet Morison, as a knight on a charge, lances the sweating monster. A dead women lies in front of the monster, while the tailoresses' union walk behind in support with their banner.

Source: William Blomfield, 'The Sweating Crusade', *New Zealand Observer*, 25 June 1892.

SOURCE N**N1: Richard Seddon – leader of the people**

Seddon proclaimed that in his view Government should provide conditions which ...

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... a historian has expressed it, Seddon held New Zealand in the hollow of his hand until the last.

Source: James Cowan, 'Famous New Zealanders – No. 28 – Richard John Seddon, New Zealand's Greatest Premier', in *The New Zealand Railways Magazine*, vol 10, Issue 4 (New Zealand Government Railways Department), 1 July 1935.

N2: A New Hand at the Wheel

For copyright reasons, this resource cannot be reproduced here.

Source: Ashley John Barsby Hunter, 'A New Hand At The Wheel', *The New Zealand Graphic and Ladies Journal*, 22 April 1899.

