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91436



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Level 3 History 2020

91436 Analyse evidence relating to an historical event of significance to New Zealanders

2.00 p.m. Thursday 19 November 2020
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse evidence relating to an historical event of significance to New Zealanders.	Analyse, in depth, evidence relating to an historical event of significance to New Zealanders.	Comprehensively analyse evidence relating to an historical event of 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.

Low Excellence

TOTAL

21

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read ALL the sources in Resource Booklet 91436R before you begin in this booklet.

QUESTION ONE: PERSPECTIVES

An important skill for historians is to analyse and explain perspectives.

Using Sources A–D, analyse the various perspectives held on Truby King's character.

Source A is taken from an academic publication, written by a University of Melbourne professor. The source's perspective views Truby King as "above all, an individualist" who exercised great control over the ~~Seacliff~~ Seacliff Asylum so he could use its patients as case studies for his principle of "hygiene for the body, hygiene for the mind". The source describes the practices used in Seacliff implemented by King. This perspective is ~~informed~~ academic in nature and unlike sources C and D, does not cast moral judgement on King's actions/views. ~~It~~ The larger publication the source was taken from is a medicine-focused one which shows why the source focuses on King's medical history.

Sources C and D ~~both~~ ~~vi~~ both cast moral judgement on King's actions while controlling Plunket, making them similar, but the moral judgements they make are based on separate worldviews and so create distinct perspectives.

Source C is similar to Source A in that it was published by a University, in Source C's case the University of Auckland. However, Source C's author is not a professor and the source was not published in a scientific medical journal. This explains why its perspective is less objective and more focused on analyzing King's actions' effects and morality.

Its perspective is of King as somewhat deceptive - "his subordination of medical science to traditional morality, while enlisting the enthusiastic support of many Protestant activists, must not obscure the fact that he believed the family incapable of fulfilling its functions unless the wife-mother had been trained [...] by scientific experts" - using traditional-morality rhetoric to push his ideas of "a new vision of the family".

This perspective is analytical of King and his ideology while also judging his practices, distinguishing it from the perspective of Source A.

Source D is highly critical of King, describing him as a eugenicist and "massive racist".

This perspective, like Source C's, casts moral judgement on King and his actions, but unlike

3- Source C comes from a modern social justice context. This view informs the perspective, leading to the interviewed researcher to describe King as having "terrible ideas about women's ability to be both mothers and educated", judging King's

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beliefs through modern left-wing views on feminism ~~and~~ and women's gender roles. The interviewee in the course, while the only person known to have some form of a history qualification, does not publish her views in an academic journal/work, but on a personal blog and, in the Source's case, an interview with a journalist. This means the perspective has not been academically ~~well~~ examined, unlike Sources A and C.

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Source B //



QUESTION TWO: RELIABILITY AND USEFULNESS

An important skill for historians is to analyse the reliability and usefulness of sources.

Using Sources D-F, analyse the reliability and usefulness of at least TWO of these sources to a historian studying Truby King and his effect on New Zealand society.

Source D, an interview with a person researching King, has issues of reliability, but carries usefulness. This interview could be used as a secondary source informing a historian how changing attitudes have changed popular perspective on King, as it contains evidence of the researcher ~~undergoing sufficient~~ performing adequate research to form a useful perspective using primary sources of King's life and secondary posthumous sources - "I looked up every thing I could on Truby King - including searching him on Papers Past" and "I read all the plaques at [the Truby King] gardens the first time I visited them". However, Source D carries issues of reliability. Though it seems Leimonis has done sufficient research, Source D is an interview about that research, rather than the research itself. This means Leimonis' potentially historically useful perspective has been mixed with the interviewer, Emily Wright, as well as the perspective of the news publication of the interview, the Spinoff. The Spinoff is self-described as left-leaning, and the interviewer mixes her own opinion of King into the interview, describing his eugenicist views as "grim". This makes

2- the interview's purpose and bias clear, decreasing its reliability. A historian would be better off using Himomori's blog series as a source on modern perspectives of Truby King.

Source F holds a great deal of reliability and usefulness. It is taken from official New Zealand Government statistics of from 1933 analyzing NZ's infant mortality over 50 years from 1880 - 1931. This means the statistics come from all over NZ at the time and were Govt-verified, making them very reliable. A historian could use these stats to judge Truby King's actions' effect on infant mortality, studying the interval it took for King's advice to take effect and the difference between King before and after Plunket's founding, i.e. noting infant mortality before 1 month stayed relatively consistent before and after 1907 & Plunket's founding. So a historian could use the source as evidence Plunket was not effective for improving newborns' health.

QUESTION THREE: PAST AND PRESENT

An important skill for historians is to analyse the relationship between past and present.

Using Sources G–K, analyse the various ways in which Truby King has been remembered in New Zealand and elsewhere.

1 The past influences the present, but ~~not~~ ~~influence~~ the present also influences how the past is seen.

2 ~~More~~ After King's death, he was initially remembered ~~for~~ fondly. Source G shows he was remembered as the founder of Plunket most prominently, along with Source H. Both memorialize ~~Plunket~~ is King in his ~~other~~ role as founder of Plunket. He was remembered positively – source H describes a new rose named "in honour of the late Sir Truby King". This memorialization of his role as Plunket founder continues to modern-day descriptions of King. Source I, a description of the Truby King Gardens in Wellington taken from the Wellington Gardens website, describes King as one of the co-founders of Plunket and positively describes his "contribution to improving the health of children and the mentally ill". Source J, a BBC article on "Childcare gaps" shows King is also remembered somewhat positively overseas, the BBC being a British organisation.

2 However, Source ~~J~~ ~~critics~~ also memorial

3 sizes King's endorsement of "enforcement parenting," showing how the ~~present~~ change in perspective between past and present affects what is remembered.

4 Source K also shows this. The quote from Shaw describes King as "the greatest man in New Zealand" and calls for a grand memorial. Given Shaw shared King's eugenicist views but was also a Socialist, changes in politics can also be found between past and present. Modern left-wing politics, as seen in Source Q, strongly denounce eugenics and criticise King for his eugenicism, while past left-wingers openly embraced King for it. //

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Excellence Exemplar 2020

Subject	L3 History		Standard	91436	Total score	21
Q	Grade score	Annotation				
1	E7	<p>The candidate has constructed an insightful argument based around the differences in the sources beyond a simple 'positive / negative' understanding of the perspectives, by providing a framework of 'moral judgements' against which to analyse the perspectives.</p> <p>(1) is an example of this argument, but this is well maintained across the sources and clear contrasts are made at (2) and (3). (4) demonstrates an understanding of the limitations of Source D.</p> <p>A more developed understanding of the differences between a blog and an academic journal, or other differentiation between perspectives, is required to achieve an E8 grade.</p>				
2	E7	<p>The candidate provides in-depth analysis of issues surrounding the limitations and usefulness of Sources D and F. Source E is ignored and analysis of this source, is required to achieve an E8 grade.</p> <p>Insight is demonstrated in (1), where limitations of Source D are identified, and some thinking as a historian is demonstrated at (2), where specific 'next steps' are identified. The candidate analyses Source F better than Source D, by identifying the limitations of Source F and providing a valid, thoughtful conclusion made at (3), as to why this source would be useful to an historian.</p>				
3	E7	<p>The candidate provides a perceptive generalisation followed by specific examples that support this generalisation.</p> <p>Evidence at (2) explains how Truby King was initially remembered in a positive manner, acknowledging how his memorialisation is continued in the present in some ways. (3) identifies a change between the past and present and (4) provides perceptive comment on changes in attitudes between the past and present.</p> <p>Further evidence referring to Source D to expand on how present attitudes towards parenting and eugenics might impact on the memorialisation of King is required to achieve an E8 grade.</p>				