

90212Q



902122



NEW ZEALAND QUALIFICATIONS AUTHORITY  
 MANA TOHU MĀTAURANGA O AOTEAROA

## Level 1 History, 2007

### 90212 Examine the perspectives of people in an historical setting

Credits: Four

9.30 am Wednesday 21 November 2007

### QUESTION BOOKLET

Answer the questions for ONE topic. A list of topics for you to choose from is provided on page 2.

Write ALL your answers in Answer Booklet 90212A.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

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

Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Describe perspectives and related actions of people from the setting.	Describe and explain perspectives and related actions of people from the setting.	Comprehensively describe and explain perspectives and related actions of people from the setting.
Express views/beliefs/attitudes applicable to individuals/groups from the setting.	Express views/beliefs/attitudes consistent with individuals/groups from the setting.	Express views/beliefs/attitudes consistent with and authentic to individuals/groups from the setting.

You are advised to spend 40 minutes answering your chosen topic from this booklet.

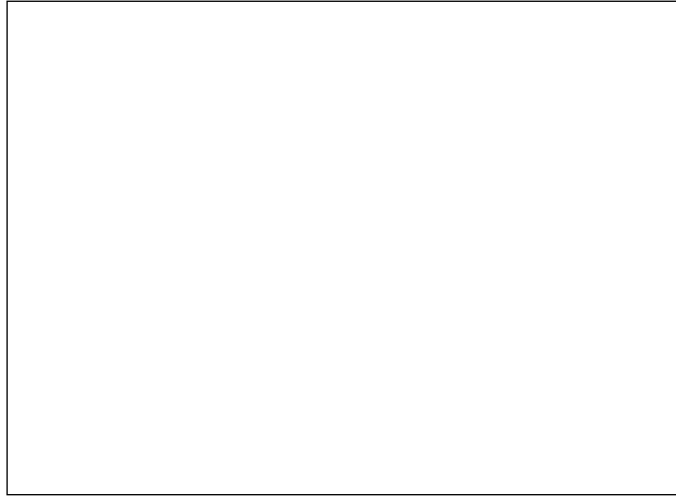
**Answer the questions for ONE topic. Write all your answers in Answer Booklet 90212A.**

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## Topic One: Social Welfare

### Social Welfare in the Māori World 1918–1998



**Te Paea instructs children at the river's edge below Tūrangawaewae**

**It is 1921. You are a researcher investigating the current building of the Tūrangawaewae marae.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: Princess Te Paea Herangi, in charge of building the marae at Tūrangawaewae  
 PERSON 2: A Pākehā resident of Ngaruawahia, opposite Tūrangawaewae  
 PERSON 3: Sir Maui Pomare, MP, Māori Health Officer

#### **QUESTION ONE**

What is your view on the building of the Tūrangawaewae marae?

#### **QUESTION TWO**

Why do you hold this view?

#### **QUESTION THREE**

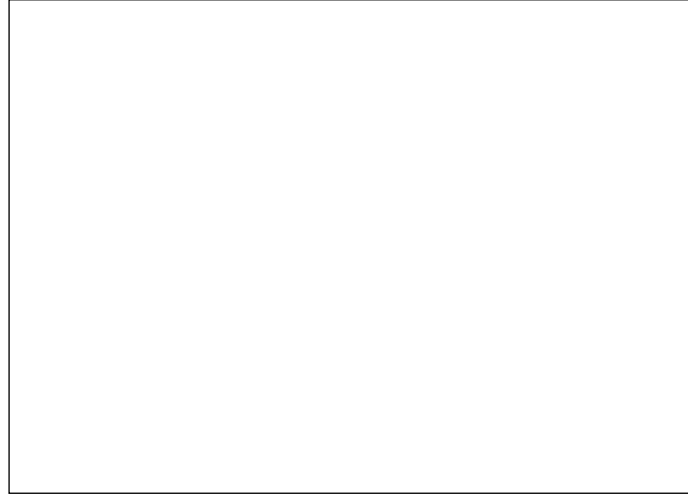
What is ONE particular action you have taken up until now (1921) to support your view on the building of the Tūrangawaewae marae?

#### **QUESTION FOUR**

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Two: Race Relations

### New Zealand, Māori and Pākehā 1912–1980



**Bastion Point, 1978**

**It is 1978. You are a researcher investigating Bastion Point and the issues concerning it.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: Joe Hawke, member of Ngāti Whātua  
PERSON 2: Robert Muldoon, Prime Minister of New Zealand (1975–1984)  
PERSON 3: A Kaumātua [Elder] of Ngāti Whātua

#### **QUESTION ONE**

What is your view on Bastion Point and the issues concerning it?

#### **QUESTION TWO**

Why do you hold this view?

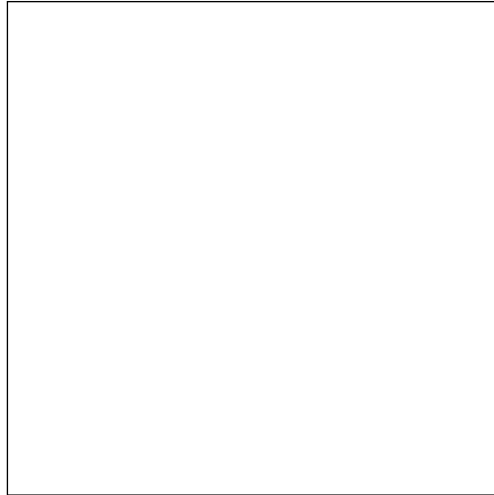
#### **QUESTION THREE**

What is ONE particular action you, or the group you represent, have taken up until now (1978) to support your view on Bastion Point and the issues concerning it?

#### **QUESTION FOUR**

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Three: Race Relations South Africa 1938–1976



Soweto Students, 1976

**It is late 1976. You are a researcher in Soweto investigating the teaching of some subjects in Afrikaans.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: A 15-year-old black student  
PERSON 2: A representative of the Department of Education  
PERSON 3: Winnie Mandela, activist

### QUESTION ONE

What is your view on the teaching of some subjects in Afrikaans?

### QUESTION TWO

Why do you hold this view?

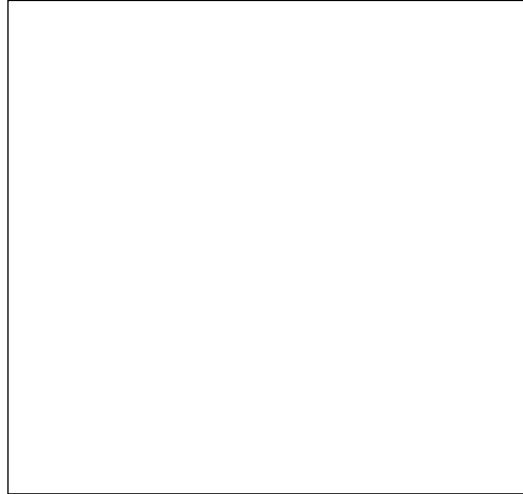
### QUESTION THREE

What is ONE particular action you have taken this year (1976) to support your view on the teaching of some subjects in Afrikaans?

### QUESTION FOUR

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Four: International Relations Origins of World War II 1919–1941



Cartoon depicting the Ruhr industrial area, 1923

**It is 1924. You are a researcher investigating various reactions to the Treaty of Versailles over the last five years.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: A representative of the French government  
PERSON 2: A representative of the German government  
PERSON 3: A representative of the United States government

### QUESTION ONE

What is your view on the Treaty of Versailles?

### QUESTION TWO

Why do you hold this view?

### QUESTION THREE

What is ONE particular action you, or people in your country, have taken between 1919 and now (1924) to support your view on the Treaty of Versailles?

### QUESTION FOUR

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Five: Social Change

### Women's Impact on New Zealand Society: Health 1915–1985



Christchurch Maternity Hospital, around 1920

**It is 1930. You are a researcher investigating the role of women in improving health in New Zealand between 1915 and 1930.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

PERSON 1:     Ettie Rout, health campaigner  
PERSON 2:     Doris Gordon, doctor  
PERSON 3:     Sibylla Maude, nurse

#### QUESTION ONE

What is your view on a health issue you had a particular interest in between 1915 and 1930?

#### QUESTION TWO

Why do you hold this view?

#### QUESTION THREE

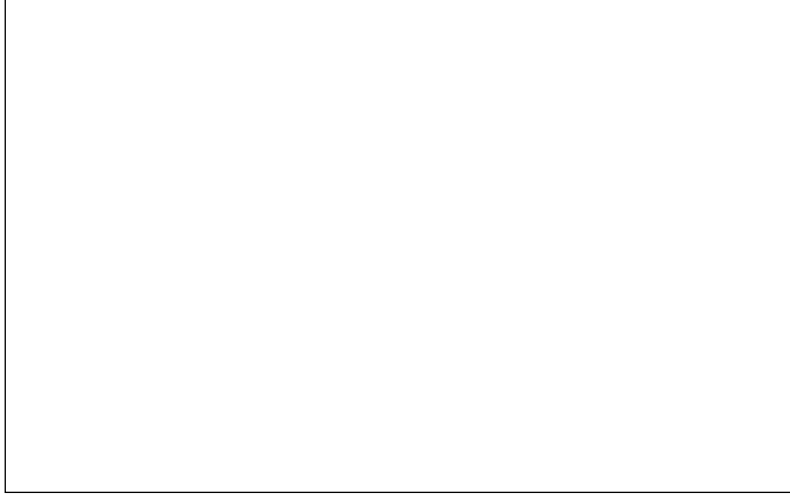
What is ONE particular action you took to support your view on this health issue in New Zealand between 1915 and 1930?

#### QUESTION FOUR

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Six: Social Change

### Black Civil Rights in the USA 1954–1970



**Black students being interviewed at Little Rock Central High School**

**It is 1957. You are a researcher investigating desegregation at Little Rock Central High School.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: Dwight Eisenhower, President of the United States  
PERSON 2: A black student enrolling at Little Rock Central High School  
PERSON 3: A white parent who is a member of the White Citizens' Council

#### **QUESTION ONE**

What is your view on the desegregation of Little Rock Central High School?

#### **QUESTION TWO**

Why do you hold this view?

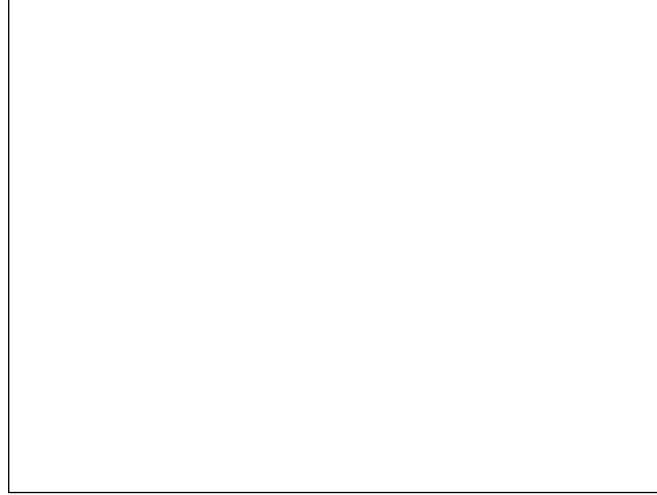
#### **QUESTION THREE**

What is ONE particular action you have taken this year (1957) to support your view on the desegregation of Little Rock Central High School?

#### **QUESTION FOUR**

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Seven: Conflict Ireland 1909–1922



**Irish citizens walk through Dublin in the aftermath of the 1916 Easter Rising**

**It is June 1916, over one month after the Easter Rising. You are a researcher who is investigating the Easter Rising.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: Patrick Pearse, a member of the Irish Republican Brotherhood  
PERSON 2: Eion MacNeill, leader of the Irish Volunteers  
PERSON 3: Herbert Asquith, Prime Minister of Britain

### **QUESTION ONE**

What is your view on the Easter Rising?

### **QUESTION TWO**

Why do you hold this view?

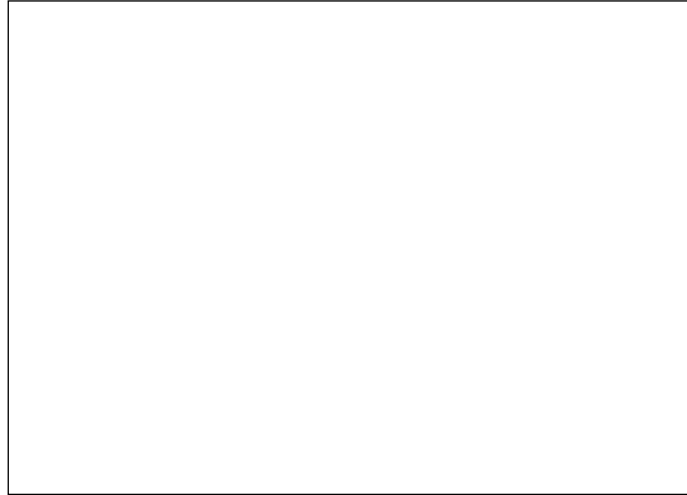
### **QUESTION THREE**

What is ONE particular action you have taken up until now (June 1916) to support your view on the Easter Rising?

### **QUESTION FOUR**

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Eight: Conflict Palestine–Israel 1935–1967



The Suez Canal, 1956

**It is November 1956. You are a researcher investigating the recent nationalisation of the Suez Canal.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1: Moshe Dayan, Chief of Staff of the Israel Defence Forces  
PERSON 2: Anthony Eden, Prime Minister of Britain  
PERSON 3: Gamal Abdel Nasser, President of Egypt

### QUESTION ONE

What is your view on the nationalisation of the Suez Canal?

### QUESTION TWO

Why do you hold this view?

### QUESTION THREE

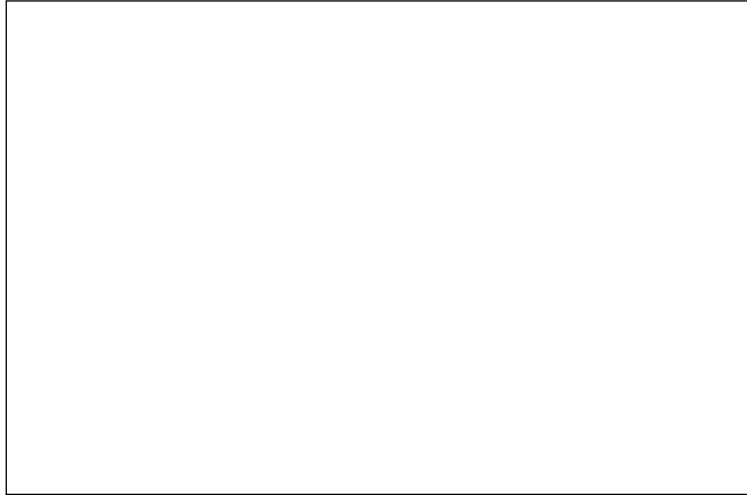
What is ONE particular action you have taken up until now (November 1956) to support your view on the nationalisation of the Suez Canal?

### QUESTION FOUR

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

## Topic Nine: Tangata and Whenua

### Effect of Population Movement on Māori Society 1946–1998



**Marae in rural Northland**

**It is 1984. You are a researcher investigating the impact of urban migration on a Northland community.**

Choose TWO people from the list below. For **each person** write what they would have said for each of the questions that follow. Make their replies to the questions as convincing as you can.

- PERSON 1:     A kaumātua still living in the community  
 PERSON 2:     A 16-year-old Māori still living in the community  
 PERSON 3:     A Māori employed as a teacher at a small school in the community

#### **QUESTION ONE**

What is your view on Māori leaving this community to live in towns and cities?

#### **QUESTION TWO**

Why do you hold this view?

#### **QUESTION THREE**

What is ONE particular action you have taken up until now (1984) to support your view on Māori leaving this community to live in towns and cities?

#### **QUESTION FOUR**

Why did you take this particular action? (Write 50 to 80 words for each person in this question.)

### Acknowledgements

- Page 3 Michael King, *Te Puea* (Auckland: Sceptre, 1977), p 112.
- Page 4 <http://www.nzhistory.net.nz/media/photo/bastion-point-protest>
- Page 5 <http://www.peacebuttons.info/E-News/images/Soweto.gif>
- Page 6 Russell Stone, *The Drift to War* (Auckland: Heinemann Education Books, 1975), p 13.
- Page 7 [http://www.archives.govt.nz/exhibitions/pastexhibitions/midwifery/gallery\\_popups/055154.php](http://www.archives.govt.nz/exhibitions/pastexhibitions/midwifery/gallery_popups/055154.php)
- Page 8 Tony Murdoch, Pam O'Connell, John Rosanowski, *Black Civil Rights in the USA 1954–1970* (Auckland: Longman Paul Ltd, 1987), p 17.
- Page 9 [www.nli.ie/yeats/exhibition/Images/large/1916.jpg](http://www.nli.ie/yeats/exhibition/Images/large/1916.jpg)
- Page 10 Michael Scott-Baumann, *Conflict in the Middle East: Israel and the Arabs* (London: Edward Arnold, 1987) p 22.
- Page 11 <http://homepages.paradise.net/nz/margar17/northland.htm>