

# 1

91003



910030



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## Level 1 History, 2017

### 91003 Interpret sources of an historical event of significance to New Zealanders

9.30 a.m. Friday 24 November 2017

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Interpret sources of an historical event of significance to New Zealanders.	Interpret in depth sources of an historical event of significance to New Zealanders.	Comprehensively interpret sources of 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 91003R 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 2–8 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.**

**Achievement**

**TOTAL**

**11**

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**INSTRUCTIONS**

Read ALL the resources in Resource Booklet 91003R before you begin answering the questions in this booklet.

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**QUESTION ONE**

In your own words, describe the reason(s) for the 1978 protest at the Pureora Forest, and the method(s) the protesters used.

Use specific evidence from any of the sources to support your answer.

The Reason for the protest was to stop the government from cutting down all the native trees in the forest. The protest was started by the Auckland chairman Stephen King he was the king as well as the Native tree forest action council. As he started protesting as the result of it was successful. The tour lasted for 2 days. The methods that were used such as the protesters built platforms at the top of the trees (Source A). The protesters were stationed at the night in the totara before the loggers could approach (Source B). The protesters used workers as to give them jobs in the forest to stop them from cutting down the trees (Source C). However the protesters used the worker's voice in the forest as many workers were unhappy about the desecration in the forest and so they wanted to the government and to stop the cutting down of trees and also the workers were taking help from the chairman of Auckland and responsible for the forest. (Source D) and as many other people joined the protest and helped out to be successful. //

## QUESTION TWO

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Identify TWO different groups of New Zealanders who were affected by the protests against native logging at Pureora Forest up until 1978, and explain how EACH group was affected.

Use specific evidence from any of the sources to support your answer.

Group 1: workers in the forests //

The workers in the forest were forced to cut down the trees by the government but as workers they were not wanting to cut down their native trees down. However they were between the two perspectives they the workers were either to cut down the trees or or they will loose their job and income for their families they had no choice because as if they go by their own choice which was to ~~save~~<sup>save</sup> the native trees and go and join the protester which they could not do because then they would not be able to feed their family as they will loose the job. (Source H) //

Group 2: Students //

The students were really affected by the decision that was made by the government to cut down the trees. the students were completely against this decision and as they said the forest was very much to offer future generations and that the native forestes and its wildlife has the rights is as well as every human has their rights. The students however may in future were wanting to do the job in the forest but as the tree's are being cutting down their will no be no more work and it will affect their future career as maybe they are learning about some specific trees so that they can come out and explore out the trees so the students are also against the cutting down trees. (Source D) //

Group 3: Protesters //

The protesters were affected greatly by doing the protest. The protester said Stephen King who was the protest leader he had presented 100 page of document to the Parliament to ask them to stop logging. As it was not easy for him to write all those 100 pages and present it to the Parliament and so that as a result of this that it was failed to response from the Parliament so the protester had no other choice then they had decided to climb the trees which was putting their life at risk because if the government still did not care and cut down the trees it could injured the protesters. However the protesters occupied the forest from day one and when they weren't able to log anywhere ~~they~~ which then means that the government had to think twice before they cut down the trees to make sure they are not putting anyone's life in danger because as all the protesters climbed the tree's ~~and~~ to save the native trees from being cutting down. (Source 61) //

### QUESTION THREE

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How could a historian who is researching different perspectives about the logging of the Pureora Forest check the usefulness and/or reliability of the waiata (song) in Source E?

In your answer, you should consider:

- why a historian may need to be cautious when using this source
- the limitations of the evidence in the source
- what other kinds of sources could be useful
- why a historian might need to consult other sources.

Use specific evidence from any of the sources to support your answer.

If a historian is looking for some useful information about different perspectives about the logging of the forest than as in the song in (source E) it is described the situation of the birds in the forest. The historian could read this to feel the feelings of the birds ~~that~~ their described as "The loud voice starts my heart Pounding - For suddenly assaulting my ears!" "Clouds of tree-cutting smoke!" These small lines described the situation of the birds their example as they hear the voice of the machine cutting the trees their hearts start to pound and as they are cutting down the trees of all sudden it so starts to assault their ears and all the smell ~~they could see~~ was the smoke of the cutting down the trees so this source is very useful for the reader to read so that he <sup>she</sup> can feel that pain, sadness the birds or even the workers were feeling in the forest when the trees were being cut down. In (source E) there is a quiet limited source it does not fully describe the feelings of them. The historian could also use ~~source~~ a different source to see how it affected the workers in the forest. For example he/she could use (source H) to see how the workers were

affected. He/she can see in the source that the workers only had two choices in which they had to choose one which were to either do the job and cut down the tree or just lose their jobs and incomes for their family which the historian can see the two different situations ~~betw~~ of the workers and the gov what was bad the government doing which was forcing the workers to cut down the trees otherwise they will lose their job and if they lose the job they wouldn't be able to feed their family. The historian could also have some really useful things that the workers/protesters have tried to stop the cutting down the trees such as 100 pages were written to the parliament as a real to stop the trees cutting down. The historian could consult both of these source to compare both situation of how the protesters, workers, birds were feeling and ~~pinnet~~ what was the pressure onto the workers. The historian might need to be cautious by reading different source to be sure that the information is all correct and as by reading 2 or 3 different source he ~~wed~~ could see that somewhere in the source's the information matches and therefore the information is more reliable. The historian could also consult (Source A and the introduction) he/she could see the introduction to see how long the protest lasted for which was 2 days and also to see when it started which was 18 Jan 1978 and it was successful. The historian can see source A to see the method / -

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

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QUESTION  
NUMBER

3 that the protesters used which was to climb up the trees and it was basically putting their life in danger because anything could happen as if the government did not care they can keep on cutting the trees so that the protesters injured themselves. The historian can use consult all the source that I have mentioned which are (Source E), (Source H), (Source A) and the (introduction) All the sources that I have mentioned are useful because so that the historian could see the different <sup>views</sup> that people, protesters, workers held and also as in one of the source's it shows the feeling of the birds / workers is described and also he/she can see that how the workers' / protesters were putting their life in danger especially workers as I mentioned before they only had two choices: either cut down the trees or lose the job. All the sources that I have mentioned are very useful and however the historian could be cautious to be sure that all the information is correct and as he/she sees different sources and somehow the source's have some kind of L.A.T.A information similar so it is more reliable because all the source could not put in wrong information.

**Achievement exemplar 2017**

<b>Subject:</b>	<b>History</b>	<b>Standard:</b>	<b>91003</b>	<b>Total score:</b>	<b>11</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
<b>1</b>	<b>4</b>	This response demonstrates some use of relevant evidence that is sometimes utilised to address the question. In most instances this candidate refers to the source by its identifier code. The response, for the most part, accurately addresses the question, with some detail, however there are some limitations in the explanation.			
<b>2</b>	<b>3</b>	The response struggles to accurately identify the two relevant groups involved in the Pureora Forest protests, and provides only a very limited explanation of how these groups were affected. The first component of the answer appears confused and has little relevance to the question being asked, however the response is salvaged, to achievement, by the later parts. In addition the use of relevant sources is minimal.			
<b>3</b>	<b>4</b>	The use of relevant evidence in order to address the question has not been successfully implemented for this response. Supporting evidence, although occasionally used, does not significantly add to the candidate's explanation. The usefulness of sources, the issue of bias, and additional possible sources, although mentioned, have not been fully explored.			