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91231



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 History 2023

91231 Examine sources of an historical event that is of significance to New Zealanders

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Examine sources of an historical event that is of significance to New Zealanders.	Examine, in depth, sources of an historical event that is of significance to New Zealanders.	Comprehensively examine sources of an historical event that is 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 91231R 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.

Do not write in any cross-hatched area (DO NOT WRITE). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Low Achievement

TOTAL 10

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Make sure you have the paper Resource Booklet 91231R.

INSTRUCTIONS

Read the **Introduction** in the resource booklet before analysing **Sources A–J**. The introduction will provide a context for your examination of the sources.

In your answers, you should (where appropriate):

- go beyond the immediately obvious information in the sources, in order to draw conclusions
- note relevant question(s) that the sources might raise in a historian's mind, that may be investigated further
- consider who created the source, and for what purpose.

QUESTION ONE

What were the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868?

Use evidence from at least TWO of **Sources A–E** to support your answer.

B *I* U |   |  

In 1868, New Zealand Standard Time (NZST) was first introduced to New Zealand by the government. Which also meant that New Zealand became the first country in the world to introduce standardised time. During this time, Greenwich Mean Time (GMT) which was created by England, had not become an international standard until 1884. Therefore New Zealand decided to come up with their own clock and decided to use a standardised time across New Zealand which was based on the time that was used in the capital city, Wellington. This of course led to many problems.

One of the many reasons why the government had introduced New Zealand Standard Time was because many post and telegraph offices would open and close according to local mean time, which made it difficult to receive urgent messages. In Source A it tells us, "With a time difference of 34 minutes between Invercargill and Napier, many urgent messages were not received until the following day". This shows that when New Zealand had to follow the local time, many citizens were frustrated. This delayed their communication and made it difficult for them to keep updated. Postmaster-General, John Hall, was also very aware of this matter.

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QUESTION TWO

It is important for historians to understand people's interpretations of events by examining different perspectives.

What are two perspectives from the debate around standardising time in New Zealand in 1868?

Use evidence from at least TWO of **Sources A–E** to support your answer.

B *I* U |   |  

The first debate that was being made was by the Postmaster-General, John Hall, in Source A. In his case, he was against the standard time and want to do things according to the local mean time. This was because he realised that the local time New Zealand had put in place, were not convenient to post offices and telegraph offices. This was because it delayed messages. In other cities, their time would either be faster or slower then the Wellington time. "... many urgent message was not received until the following day" was stated in Source A. This makes it difficult for them to be updated and to keep in contact with those who were important.

The second debate that was being made was by Mr MacAndrew. He did not want to have to convert to the local time. He believe that it was only necessary for the telegraph stations to have one uniform mean time throughout the Colony. He didn't see why the New Zealand had to adopt the local time. "... telegraph stations keeping one uniform time without interfering with the mean time in the respective places." This shows that MacAndrew did not care for this matter and he believe that they were spending to much time on it. He wanted only the stations to change their time but keep the rest of the country on the NZST.

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QUESTION THREE

How were New Zealanders' attitudes and responses to daylight saving time similar and / or different to those when NZST was introduced in 1868?

Use evidence from at least TWO of **Sources F–J** to support your answer.

In 1941, New Zealand had moved their clock time forward half an hour. This was due to a wartime emergency. This of which led New Zealand to introduce daylight saving time in 1927. The time had been changed several times, but has now been confirmed and is now being using to this day.

Many New Zealand's responses to the day light saving was similar to when they were first introduced to the NZST in 1868. As shown in Source I, the government believed that if they had extended the daylight saving time, that everyone would be happy. However, many citizens of New Zealand were not happy with this decision. In the cartoon, it shows that the many dairy farm workers were not happy with this decision. This was because they would have to work for a longer period of time, ensuring that their shift is being completed. Source H tells us, that many Dairy farmers didn't want to have to milk their cows early in the morning because it was still pitch black outside. Some mothers also complained saying that they found it difficult to get their child to go to sleep while the sun was still up. This then led to Ararua making the decision of following their own time. Ararua time was one hour earlier. They decided to ignore the new time in 1984, and decided to follow their own local time, "Anarua time".

This response is similar to when New Zealand was introduced to NZST because some were happy with the decision, but many changes still had to be made. For example, when they decided to follow the local time, it made those who used post and telegraph offices upset. As for daylight saving, many dairy farmers were upset. Time is very important for many jobs. The time when the sun is up, or when it goes down. Most of their work needs to indicated by the sun.

Achievement

Subject: History

Standard: 91231

Total score: 10

Q	Grade score	Marker commentary
1	A3	<p>The candidate demonstrated some understanding of the New Zealand Government's reasons for the introduction of New Zealand Standard Time in 1868 (focus on the receipt of "urgent messages").</p> <p>The response adequately examined material from two of the provided sources and an attempt made to accurately and appropriately use these as supporting evidence. However, the response was descriptive and did not examine the material provided in any depth.</p>
2	A3	<p>The candidate showed an understanding of two of the perspectives concerning the introduction of New Zealand Standard Time in 1868 (John Hall vs MacAndrew).</p> <p>There was an attempt to examine the material provided, although the response was descriptive in nature. There were also some direct references to the sources provided in support of the description. However, relevance, accuracy, and sufficiency here were limited.</p>
3	A4	<p>The candidate showed an understanding of how New Zealanders' attitudes and responses to both New Zealand Standard Time and New Zealand Daylight Saving Time showed similarity and change between 1868 and 1927.</p> <p>There is evidence of an understanding of geographic or regional differences in attitudes, which demonstrates some engagement with the source material (Ararua time, dairy farmers).</p> <p>The candidate demonstrated a level of engagement with both the source material and an understanding of the historical concepts (comparison between Ararua time in 1868 and mothers getting their children to bed in 1927). There was also use of relevant evidence (although limited) to support the response's examination of the issue.</p>