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91436



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 History 2023

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

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.

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 Merit

TOTAL 14

INSTRUCTIONS

Read ALL the sources in the resource booklet before you begin answering the questions in this booklet.

QUESTION ONE: Cause and effect

What factors caused the New Zealand Police to start recruiting women into the force in 1941? Use evidence from the **Introduction and Sources A–C** to support your argument.

The Minister in charge of the police force, Hon. Peter Fraser faced much demand from The National Council of Women to recruit women police officers, according to "Source Introduction". As well as this, (as stated in the "Introduction") "undoubtedly encouraged by his wife", suggesting that personal home opinions had an influence on his perspective. Although matters in the country became major deciding factors also. "A time of workforce pressures due to the Second World War" (Introduction). During the late 1930's and early 1940's when this topic arose, WWII had began, having detrimental effects on society. This meant society had to rely on women to continue working and keep society functioning to an extent, as men went to war. Jobs included police-force enquiries and work. Society was in a position where they couldn't afford to not recruit women into the workforce, as New Zealand fought alongside our allies, which brings us to our next point. "New Zealand should follow Britain's example" (source B). New Zealand's respect and loyalty towards Britain was evident during the war and was bound, being a part of

the commonwealth. This meant they were a major influence to our country, therefore we liked to follow in their footsteps. "At the present time there were 100 policewomen in London," (Source B). Source B also mentions that these women endured the same training as policemen would, proving their capabilities. Which continues into our next point.

"The policemen are frequently called upon to discharge duties for which women are better suited than men," (Source A). This suggests women's capabilities were restricted, as to give jobs to men, rather than women. Even when Minister Fraser announced the recruitment of policewomen he said, "women can be a great help to the police force and to society," (Introduction). To emphasise this point, in "Source H", constable Jesse Raukawa mentions that when criminally offensive men are approached by her, they typically aren't aggressive as "they're not trying to be the alpha male". Bringing this back to ~~the~~ 1941, women's potential value in the police force was recognised and acknowledged, therefore allowing women to be recruited in 1941.

QUESTION TWO: Continuity and change

To what extent is the historical concept of continuity and change demonstrated in **Sources D-I**?

Continuity is proven as women in the police-force continue to make ground-breaking accomplishments. Source D states how Marie Storey was a part of the 3rd intake of policewomen in 1943, making her a part of New Zealand history at 18. Sandra Manderson, as stated in Source F, "became the first woman in New Zealand to become a district commander and superintendent, as well as the first woman to serve as an international liaison officer. This shows as opportunities and open-mindedness continues to grow for women, so does the accomplishments. Speaking of which, as shown in "Source I", the percentage of policewomen has continuously grown through the decades. This continuous growth has been noticed by officer Zeena Ali. She states that of her fellow graduates, "51.3% were females," (source G).

Although continuity strives in the New Zealand police force, so does change. A major change being the expectations of policewomen. In Source D Marie Storey says, "she was forced to resign after marrying as this was not permitted by the force". Nowadays this rule is unheard of in society as society has changed drastically in terms of their mindset. Although the biggest change in

the policeforce is the women's uniform. In Source D Marie states, "she had to do her job clambering in a skirt, blouse, hat, gloves, and handbag - appropriate attire for women". Comparing this attitude towards today's society, proves drastic changes. Zeena Ali, a muslim woman a part of the police force today, contributed to designing her policeforce hijab, "that is both functional and considerate" (source G). Although Zeena wears a head garment, the policeforce makes certain that it's functional for her. Marie's uniform prioritised fitting a 'woman's image' rather than 'practicality, as Zeena's does, proving the change in expectations.

QUESTION THREE: Past and present

What similarities and differences exist between the messaging in police recruitment advertisements from 1961 and 1970 (**Source J**) and 2016 (**Source K**)?

You may use any other sources to support your argument.

The similarities include the values, the police force advertise. In Source J1 it's written "Good keen men of integrity and intelligence", advertising good qualities in their force and positivity. This is seen in Source K, with the advertisement showcasing positive values such as "kindness", and "Manaakitanga".

The differences include gender roles. In Source K, it shows women participating in keeping fit and them helping the community. Although in Source J1 and J2, the advertisement is revolved around men. In Source J1, as mentioned before, it says "Good Keen MEN". Indicating they are only looking for mainly men. When continuing reading the poster, it gives a long detailed explanation of the job titled "Reward". Although below that is another title "Women's division", with a single sentence, "There are a number of vacancies also for women". Suggesting all the "Reward" information was only for men. In Source J1, there is a list of requirements for a candidate, although nothing on marriage. As stated in Source Introduction, "women had to be unmarried or widowed", yet it wasn't stated

for men, demonstrating the differences between gender roles in the 1960's/70's and 2016.

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QUESTION
NUMBER

Merit

Subject: History

Standard: 91436

Total score: 14

Q	Grade score	Marker commentary
1	A4	<p>The candidate provided a wider contextual explanation of why women were recruited into the New Zealand police. Several generalisations were made, and there was regular reference to the sources. While not required by the question, the reference to Source H indicated engagement with the sources.</p> <p>However, the response also treated the sources in isolation, drawing individual ideas from each source, rather than identifying where the sources collectively supported a generalisation, which would have helped to gain a higher grade.</p>
2	M5	<p>The candidate made generalisations about continuity and change and supported them with evidence from the sources.</p> <p>Developing these generalisations further, using detail from multiple sources to explain continuity and change across time – perhaps noting that while Marie Storey was expected to resign after marrying in the 1940s, Gladys O'Brien was able to get a home loan as a policewoman in the 1950s, Sandra Manderson became a superintendent in the 1990s, and Jesse Raukawa joined the armed offenders squad in the 2020s – illustrating how the expectations for policewomen have changed would have helped to gain a higher grade.</p>
3	M5	<p>The candidate identified and supported with evidence, the similarities and differences in the advertisements in the past and present. A strength in this response is the reference back to the introduction, indicating engagement with the sources.</p> <p>Expanding on the explanations offered, particularly in the first generalisation, where the values of the police force are identified would have helped to gain a higher grade, as would further explanation on what these advertisements might mean in terms of who the police are recruiting.</p>