

91231



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

Level 2 History, 2012

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

9.30 am Monday 26 November 2012

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 complete BOTH parts in 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 2–14 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.

TOTAL

ASSESSOR'S USE ONLY

You are advised to spend 60 minutes completing the task in this booklet.

INSTRUCTIONS

Before you begin reading the Sources A–C in Part A, pages 3–9 in this booklet, **read the introduction** below. This introduction will provide the context for the sources.

INTRODUCTION

The Australasian Federation debate

In 1901, the individual colonies of New South Wales, Tasmania, Victoria, Western Australia, Queensland, and South Australia joined to form the Federation of Australia. From 1860 onwards, there had been discussions about whether or not New Zealand should become a part of this Federation. The Australasian Federation League had branches throughout New Zealand. In the end, New Zealand rejected the offer.

TASK

You are an historian who has begun researching the Australasian Federation debate.

You are required to write a brief report (**Part B**) based on your initial findings. Use the questions provided with each source to guide you.

Provide a good range of relevant evidence, such as statistics, names, dates, short quotes from the sources and source analysis (pages 3–9 of this booklet).

In **Part A** on pages 3–9 of this booklet, there are FIVE sources of information. Analyse these five sources to help you write your report in **Part B** (beginning on page 10).

As you analyse the sources in Part A, you may do any or all of the following:

- highlight or underline important information on the sources
- make draft notes in the “your brief notes” space provided with each source (using as much or as little of the space as you wish)
- use any other useful forms of identifying information.

Use your draft notes from Part A to help you write your report in Part B, on page 10.

The **Excellence** criterion in this standard requires you to be “perceptive” in your responses. To show this deeper understanding of the sources, you could:

- go beyond the immediately obvious information in the sources in order to draw conclusions
- if appropriate, note two or three relevant questions that the sources might raise in an historian’s mind, which they might wish to investigate further
- where appropriate, consider who created the source and for what purpose.

PART A**SOURCE A: AUSTRALASIAN FEDERATION CONFERENCE, 1890**

- (a) Examine the photograph below carefully. **Identify what it tells you about the nature of government in Australia and New Zealand at the time.**

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Source: <http://nla.gov.au/nla.pic-an14292110>

“The Australasian Federation Conference, 1890”

Representatives shown in the photo came from each of the Australian colonies, as well as New Zealand. They met in 1890 to discuss the joining of the colonies to create a single country. They met again in 1891.

Your **brief notes** (for use in Part B, page 10)

SOURCES B1–C2

- (a) Sources B1, B2, C1, and C2 show that different individuals/groups had different perspectives on New Zealand joining the Australian Federation.
Using these sources, identify and explain TWO different perspectives.
- (b) Historians always look for patterns in the evidence, such as continuity and/or change over time. **Using the same sources as (a), identify and explain ONE OR MORE of these patterns.**

SOURCE B1: THE ATTITUDE OF NEW ZEALAND

New Zealand has not thrown in ...

Your brief notes
(for use in Part B, page 10)

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... how would it advantage New Zealand ...

SOURCE B1 Continued

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... to have her post-office, her telegraphs ...

Your brief notes
(for use in Part B, page 10)

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... is dear, and seems a thing worth
preserving in its completeness.

Source: *The Attitude of New Zealand* by W.P. Reeves.
William Pember Reeves was a prominent New Zealand
politician in the 1890s. When this article was written,
he was Agent General (High Commissioner) living in
London.

First published in the *Empire Review* 1901. The *Empire
Review* was a monthly magazine published in London.
Reprint of this article was sponsored by the New South
Wales Centenary [100 years] of Federation Committee.
University of Sydney Library 2001.

SOURCE B2: NEWSPAPER REPORT, 2000ASSESSOR'S
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The Prime Minister of ...

Your brief notes

(for use in Part B, page 10)

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... remain. "But that's where it begins and ends," she said.

Adapted from: BBC News Asia-Pacific, Saturday 15 April 2000.

SOURCE C1: A NEW ZEALAND CARTOON, 1900

The banner in the background on the right reads "Federated Australia".

Cartoon text reads:

HOW WE SEE IT
THE OGRE: "Come into these arms."

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Even at this late stage (1900), the New South Wales Premier hoped that New Zealanders would force their government to join the Australian Federation. However, the New Zealand Government, at this time, was more interested in forming a union of Pacific Island nations.

Source: www.teara.govt.nz/en/australians/1/3/5; originally published in the *New Zealand Graphic* [a popular newspaper], 20 Oct 1900.

Your **brief notes** (for use in Part B, page 10)

SOURCE C2: CARTOON FROM *MELBOURNE PUNCH*, 26 JANUARY 1860

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“Union is strength”**A lesson better learnt late than never**

The cartoonist is showing “a sensible man” ...

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... with its larger neighbour was represented in cartoons such as this one, in the magazine *Melbourne Punch*, 26 January 1860.

Image and text (adapted) from: www.teara.govt.nz/en/australians/1/3/1

Your **brief notes** (for use in Part B, page 10)

SOURCE ANALYSIS

An historian is always cautious about accepting the information in sources uncritically.

- (a) **How reliable do you think the views / information in Source B1 and/or Source C1 are for telling us how New Zealanders at the time felt about joining with Australia? Explain your opinion.**
- (b) **Describe what an historian might do to check further on whether or not the views expressed in the sources represent those of all New Zealanders.**

Your **brief** notes (*for use in Part B, page 10*)

Part B begins on the next page ►

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