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## Level 3 History, 2017

### 91436 Analyse evidence relating to 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
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.

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

Excellence

TOTAL

21

ASSESSOR'S USE ONLY

## INSTRUCTIONS

Read ALL the sources in Resource Booklet 91436R before you begin answering the questions in this booklet.

### QUESTION ONE: PERSPECTIVES

One of the key tasks of the historian is to use sources to understand the past.

Using the **Introduction** and **Sources A1–A8**, analyse the TWO perspectives on the survival story of the Rose-Noëlle crew.

Two clear perspectives can be seen when considering the survival story of the Rose-Noëlle crew. The first perspective is supported by evidence from sources A2, A3, A7, and is that the crew of the Rose-Noëlle are telling the truth. The second perspective is that the crew are lying, and the survival story is some how a hoax. This is supported by evidence from sources A6, A8, and A1.

Source A2 is a primary source, and is a report from a Professor of Zoology, who states that the "size of the barnacles is proportional to the length of the thing they have laid on the floating object" and that the barnacles on the Rose-Noëlle ~~object~~ supported a line in the water of "60-90 days". This is strong evidence for the perspective that the crew are telling the truth, as a scientist who is well qualified has found evidence to back up the claim the vessel was in the water. Source A3 is a photograph of the barnacles on the hull of the Rose-Noëlle, again ~~strong~~ providing evidence for the perspective that this is the truth. Source A7 is further primary evidence, it is a

photograph showing Otha Glone's weight loss, this <sup>again</sup> adds weight to the perspective that the crew are telling the truth, as extreme weightloss would have occurred.

Source A8 is also a primary source, a Medical Examination report. This shows that crew member Phillip Holman is almost completely healthy, despite his ordeal. This ~~adds~~ contributes evidence to the perspective that the crew are lying, as after 118 days at sea, as stated in Source A1, it would be expected that the crew would have pressure points or salt sores, which are typical of long sea voyages. Source A1 also points to other evidence for the perspective that the men are lying, such as them supposedly radio messaging another yacht after capsizing and the correct patterns. Source A1 however is somewhat unreliable, due to it having misinformation regarding the location of ~~the~~ Boat Baron Island. This does not lead credibility to the source, although it does not completely undermine the perspective that the crew were lying. Source A6 shows the crew smiling together, looking completely normal and fit, just one day after the ordeal. This also leads credibility to the perspective that the crew were lying as it would be expected that they would take more time to recover from their ordeal.

Both perspectives have evidence, but the perspective that the crew told the truth has stronger primary evidence, such as a photograph of weightloss, and an examination of the barometer. However, the primary sources of A6 and A8 do add evidence to the ~~the~~ perspective <sup>that the crew</sup> was lying. //

**QUESTION TWO: GENERAL AND SPECIFIC**

An important relationship in history is the General and Specific.

Explain how the differing accounts by Glennie in **Sources C1** and **C2** provide specific example(s) of the general arguments made by MacMillan in **Source B**.

MacMillan's central arguments are that people's memoirs "change" as they edit the past in order to make their roles "more attractive or important", and that memoirs "usually often and 'evolved in the form of a story'" can often alter the account and changed. These are examples of the general arguments made by MacMillan, and can be applied to Glennie's accounts of the Rose-Noëlle survival story.

In Glennie's present account from October 1989 (C1), he makes a definite point to draw attention to how the crew combatted the salt water sores, and how the crew remained in good physical condition. This is likely because he was trying to explain the miscarriages or holes in his story along with logic. This was important as he was giving evidence to the inquiry into the loss of Rose-Noëlle. In the future, with Glennie's account from 2011 (C2), these details are left out, with Glennie presenting a more sensational telling of the occurrences, by dramatizing it and focusing less on details such as salt water sores, and more on how he worked out how to get to Great Barrier Island. This proves MacMillan's argument that people edit the past to

their roles more attractive and important. In ~~the~~ some C2, Colman focuses much less on the practical aspects of the situation, such as the food supplies and how the crew could food or water, and instead talked himself up, by discussing how the rest of the crew were "becoming" the situation, and he was going ahead with his "I can do it" attitude. Again, this proves MacMillan's argument that memoirs are edited to make people seem more attractive, as Colman's memoir has been edited to present him himself as a hero who singlehandedly saved everyone, with his "moral bravery and experience" all of a sudden where they were and saving the day by guiding the boat to Great Barrier Island.

It is clear, that MacMillan's ideas about memoirs becoming altered in order to make ~~more~~ people's roles more attractive or important is proven by Colman's differing accounts, 22 years apart.

### QUESTION THREE: HISTORICAL SIGNIFICANCE

A key skill of the historian is to determine the significance of events.

Using **Sources D, E, and F**, and any other sources in the resource booklet, analyse the extent to which the *Rose-Noëlle* was a significant historical event in New Zealand.

You could consider the:

- national and international impacts of the event
- personal, social, economic, and legal implications/effects
- importance of the outcomes to New Zealand and New Zealanders.

The *Rose-Noëlle* was clearly a significant event when examined through the personal lens. Wives, children, family members and friends of the crew would have been devastated in their 118 day absence, and would have been immensely relieved and grateful at their return in 1989, as shown by source F, with Ruth Itellengel's wife, children and relatives looking joyful at the prospect of being reunited with him.

The legal implications of the *Rose-Noëlle* are also immense. As a result of the failure of the discovery of the *Rose-Noëlle*, ~~an~~ possible legal repercussions may have fallen upon search and rescue industries.

A further implication of the *Rose-Noëlle* is the recommendations and commitments to upgrading rules and regulations surrounding boats leaving New Zealand, such as stricter training for Superintendents of Maritime Marine and all other yachts requiring beacons and marine radios (Source E). An economic implication

is the government's commitment to spend 2-3 million New Zealand dollars on constructing a local user terminal for locating lost yachts using radio beacons. (Source D) →

A social and national impact of the event of the Rose-Noëlle is that it divided the nation into two halves, each with a different perspective. Those that believed the crew, and those that didn't. (Source A1) →

These outcomes are important to New Zealand and New Zealanders, as it means that more events like the Rose-Noëlle will not occur in the future, due to the increased safety measures introduced by the New Zealand Government as a result of the Rose-Noëlle. As stated in Source D, these implications will save lives. →

This event would have touched the lives of many New Zealanders who have known the crew members personally, as well as all those who became caught up in the debate about whether it was real or a hoax. This event would have long reaching effects, namely the newly implemented safety measures, which would help save the lives of New Zealanders, therefore, the Rose-Noëlle is indeed a significant historical event in New Zealand. / →

<b>Q1</b>	<b>E7</b>	Clearly identifies both perspectives, examines the evidence for each, cross checks some of the A1-A8 sources and gives a conclusion on the most valid perspective at the end. E8s would typically have a conclusion such as this although it would be framed more in terms of 'historical thinking'.
<b>Q2</b>	<b>E7</b>	Explicitly makes links between B and C1/C2. Several valid points are well made –'editing' of memory and how individuals place themselves at the centre of events. Comments made about C1 remembering details and C2 remembering emotions – this is a more sophisticated reading of the sources than is typical for Merit responses.
<b>Q3</b>	<b>E7</b>	Significance is well analysed with various ways the Rose Noelle was significant discussed – the categorisation is accurate and relevant. More sophisticated categorisation is used – legal / political etc as well as national. An E8 might frame the significance of the wreck of the Rose-Noelle in terms of how it compares to other historical events.
	<b>21</b>	<b>Excellence</b>